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ABSTRACT

The report explains how the federal Ethnic Heritage Studies Program was created, gives an overview of the 1974 program, and makes recommendations for future development of the program. Summaries of the 1974 projects, bibliographies of replicable materials produced by the projects, and ethnic and regional indexes are included. The overview discusses development and dissemination of curriculum materials, training provisions for faculty and students in higher education, cooperation with organizations having special interest in ethnic groups, and use of project results. The assessment task force determined that single-year grants do not allow adequate time for curriculum material development, dissemination programs must be permanent and comprehensive, goals for teacher training should be better defined, and community ethnic group leaders should be involved in the training. Projects that most fully used community and local ethnic resources in materials development and training seem to be the most successful. The 39 individual project summaries give information on recipient of grant, name of project, ethnic focus, curriculum materials development, dissemination activities, training, ethnic involvement, use of outcomes and impact, and field testing. Ethnic groups included Mexicans, Alaska Natives, Afro-Americans, Jews, Asians, Slavs, Central Appalachians, Greek Americans, Italian Americans, and Russians. Many programs were multiethnic. (Author/AV)

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ethnic heritage studies program

assessment of the first year

July 1, 1974 – June 30, 1975

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National Education Association
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This is reality: Ours is a multicultural society. Our population includes U.S. citizens of European, Asian, African, Central and South American, Caribbean and Native American descent. All of these groups have contributed to the total cultural fabric of our society. Our laws, music, art, language, and literature reflect the values of this diversity. Our public educative process is obligated to reflect this reality. All people have the right of access to materials that express the rich multilingual, multicultural nature of our society. Our heritage of freedom of speech and freedom of inquiry demands this. The goals of a democratic society require it.

(This statement was developed by a conference jointly sponsored by the National Education Association and the Council on Interracial Books for Children entitled "The Future of Multicultural Instructional Materials.")

1977, The National Education Association of the United States

The Ethnic Studies Program was made possible by a Title IX Elementary and Secondary Education Act grant awarded by the Ethnic Heritage Branch of the U.S. Office of Education. It has been developed by classroom teachers, students, and people from the ethnic groups included in this report.

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FOREWORD

This report, an assessment of the 1974 Ethnic Heritage Studies Program was authorized by federal grant number G00 750 1742. It was developed by a regionally and ethnically representative task force and by project staff in consultation with an advisory council of people active in the field of ethnic studies.

Information was obtained from the Office of Education's Ethnic Heritage Studies Branch and from individual projects through review of project files and materials as well as by correspondence, telephone consultation, and conferences between task force members and project directors. The report explains why and how the federal Ethnic Heritage Studies Program was created, gives an overview of the 1974 program, and makes recommendations for future development of the Ethnic Heritage Studies Program. Summaries of the 1974 projects, bibliographies of the replicable materials produced by the 1974 projects, and ethnic and regional indexes are included in the text.

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Why and How the Federal Ethnic Heritage Studies Program Was Created

During this bicentennial season, American families and busloads of school children will be visiting "A Nation of Nations," an exhibit created by the Smithsonian Institution to celebrate our nation's cultural diversity as well as the 200th anniversary of the American Revolution. In presenting the cultures of North America's native civilizations, a Hispanic-Mexican tradition that is nearly twice as old as the Revolution and immigrant experiences that span four centuries, this exhibit will reflect the diversity of our national heritage. Yet it will present a vision of the United States that is very different from the picture of our nation that has traditionally been revealed through public education. It is because of the disparity between the multicultural reality of our nation and the monocultural traditions of public education that the federal Ethnic Heritage Studies Program was created.

The establishment of public education systems throughout the United States occurred during the mid- and late nineteenth century. This was also a period of critical historical developments related to ethnicity: Slavery was replaced by Jim Crow. The United States Cavalry removed First Americans from their ancestral homelands. Mexican land grants became sites of pioneer homesteads. The United States acquired colonies in Central America, the Caribbean, and Asia. The transcontinental railroad built by Chinese American laborers and other immigrants was completed. Waves of non-English-speaking immigrants came from Europe to work in our country's young and growing industries. The need to transform the arriving immigrants into loyal citizens was in fact frequently cited as an argument for public education.

Early in the twentieth century, it became fashionable to describe our nation as a "melting pot" following the success of Israel Zangwill's play of that title. The public schools were looked upon as places where those of diverse ethnic backgrounds would become a homogenous citizenry. The idea that assimilation was practically a patriotic duty was perhaps most forcefully expressed by a descendent of Dutch immigrants who not only became President, but who also represented for many the Yankee cultural ideal. Theodore Roosevelt declared:

> There is no room for hyphenated Americanism. . . The absolutely certain way of bringing this nation to ruin, or preventing all possibility of its continuing to be a nation at all would be to permit it to become a tangle of squabbling nationalities . . .We have room for but one language here and that is the English language, for we intend to see that the crucible turns our people out as Americans and not as dwellers in a polyglot boarding house.

The public schools actually did "turn out" or graduate large numbers of first and second generation Americans whose speech, appearance, and behavior represented the white, Anglo-Saxon Protestant cultural standard. High school graduations during the forties and fifties included a melting pot ceremony; at the beginning of the ceremony, the students appeared in ethnic costume and at the end they were dressed like "respectable" Anglo-Americans. Many who were transformed into the melting pot's monocultural ideal paid a high emotional price:

> The immigrants were best instructed in how to repulse themselves; millions of people were taught to be ashamed of their own faces, color, their family names, their parents and grandparents, and their class patterns, histories and life outlooks. This shame had incredible power to make us learn, especially when coupled with hope, the other main energy source for the melting pot–hope about becoming modern, about being secure, about escaping the wars and depressions of the old country, and about being equal with the Old Americans.[Greenbaum, W., "America in Search of a New Ideal: An Essay on the Rise of Pluralism," *Harvard Educational Review* 44: 411-40; August, 1974.]

> What has been the result of this long and blind gestation in the womb of America? Have I become an American? I have spent two-thirds of my life in a struggle of readjustment and adaptation despite the readiness and zeal with which I tossed myself in the melting pot. I still am not wholly an American and never will be (an Anglo-Saxon American) . . .I shall always be the adopted child, not the real son, of a mother that I love more than the one that gave me birth . . . I once believed that America demanded complete surrender from those who adopted it as their mother. I surrendered completely. Then I discovered that America wanted more–it wanted complete transformation, inward and outward . . .What are we? Are we still what we were before we came to America or are we half Americans and half something else? To me, precisely there lies our tragedy. We are neither one nor the other; we are orphans . . Spiritually, physically, linguistically . ." [These remarks by a prosperous Bulgarian-American dentist appeared in Feldstein, S. and Costello, L., *The Ordeal of Assimilation*, New York: Doubleday, 1974.]

> . . . the dominant policy of the Federal Government toward the American Indian has been one of forced assimilation . . . From the first contact with the Indian, the school and the classroom have been a primary tool of assimilation. Education was the means whereby we emancipated the Indian child from his home, his parents, his extended family and his cultural heritage. [From U.S. Senate, Committee on Labor and Public Welfare, Subcommittee on Indian Education, *Report*, Washington, D.C.: Government Printing Office, 1969.]

The cultural homogenization of the melting pot did, however, exclude large numbers of visibly different Americans. As one Black educator put it: "The Jewish, Greek, Spanish, Mexican American and others, if they choose to give up their identity, can melt into the pot, but the pot has never been hot enough to melt the Black man."[1] The melting pot forced Blacks into a double bind. Although they were exluded from its process, their failure to live up to its monocultural ideal was cited as justification for their second-class citizenship. An important aspect of the Black civil rights movement was rejection of the melting pot's cultural ideal and the assertion that Black culture is beautiful.

Hispanic groups, First Americans, and Asian Americans joined Blacks in demanding that their experiences be respectfully included in school curricula. Then white ethnic groups protested that in the gospel of American history, their heritage had been reduced to the stereotypic roles of "huddled masses" and "wretched refuse from (Europe's) teeming shores." Moreover, many children and grandchildren of European immigrants began to feel betrayed by the American dream. Assimilation had not brought them the promised economic security and increased social status.[2] No wonder Nathan Glazer and Daniel Moynihan in their influential study, *Beyond the Melting Pot*, concluded: "the point about the melting pot is that it did not happen."[3]

Out of the racial and ethnic turmoil of the sixties, there developed among social scientists, civil rights advocates, leaders of ethnic groups, and educators a growing awareness of the need for a multicultural vision of our society.

The National Education Association, which sponsored the first national conference on the Treatment of Minorities in Textbooks, has continued to

advocate pluralistic education through subsequent national conferences and publications. During NEA's thirteenth national conference on Civil and Human Rights in Education, a special session on Neglect in Ethnic Studies adopted the following resolution:

> A recognition and awareness of the individual's ethnic/cultural heritage is a positive first step in the implementation of an effective process that:
>
> a. Enables the individual to accept and respect his or her cultural heritage and that of people of other backgrounds;
> b. Speaks to both the multicultural dimension and unity of our society;
> c. Involves individuals, schools, and community in common concerns, problem solving processes, and the creation of goals;
> d. Forms a basis for understanding the nature of equal educational opportunity.

In 1970, the American Association of Colleges for Teacher Education demonstrated its commitment to alleviating social problems through education by establishing the Commission on Multicultural Education. Portions of the Commission's statement on multicultural education, *No One Model American*, are quoted below:

> . . . Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism . . .
>
> . . . The goal of cultural pluralism can be achieved only if there is full recognition of cultural differences and an effective educational program that makes equality real and meaningful. The attainment of this goal will bring a richness and quality of life that would be a long step toward realizing the democratic ideals so nobly proclaimed by the founding fathers of this nation.

This policy statement was followed by an AACTE publication on staff development entitled *Multicultural Education through Competency-based Teacher Education.*

In honor of the distinguished Black historian, the National Council of the Social Studies (NCSS) established the Carter G. Woodson Book Award. Each year this award is given to the author of the outstanding social science book for young readers which depicts ethnicity in the United States. Through the years, NCSS has explored the issue of ethnicity through the journal, *Social Education;* and in 1973, the Council devoted its forty-third yearbook to ethnic studies.

Other professional organizations such as the Association of Childhood Education International have committed annual conventions to "cultural pluralism and education." Among the national organizations that have produced yearbooks and special journal issues about multicultural education are the Comparative and International Education Society and the National Catholic Education Association.

The effort to establish a federal ethnic heritage program began in 1969 when Congressman Roman Pucinski, a Democrat who represented a Chicago district, introduced the Ethnic Heritage Centers Studies Act in Congress as an amendment to the Elementary and Secondary Education Act. Congressman Pucinski's bill proposed the establishment of centers to develop ethnic curriculum materials and to train teachers to use them effectively. In opening hearings on the bill in 1970, Congressman Pucinski described "a growing sense of sameness permeating our existence," and the "restless, sometimes tumultuous and often threatening search for identity" experienced by America's youth. He defined the bill's dual purpose: of providing opportunities for the study of one's own background and of the multiethnic composition of our society as a whole.

A similar bill was introduced in the Senate, January 1971, by Senator Richard Schweiker, Republican of Pennsylvania. Senator Schweiker assumed leadership in the effort to establish a federal Ethnic Heritage Studies Program following Congressman Pucinski's defeat in the 1970 election for senator from Illinois. Senator Schweiker's advocacy stressed the need for roots:

> We now see many Americans in a fluid state, with few community ties, and a lack of any firm roots to provide stability for their lives. What was seen as an opportunity for unlimited growth has instead resulted in insecurity and a loss of the important values of community, identity, tradition, and family solidarity.

In the course of hearings and revisions, the Schweiker Bill changed the operational structure from ethnic studies "centers" to "programs" in order to avoid excessive segmentation and bureaucracy. One of the Congressional committees that considered

the Bill stated in its approving report that it was trying to remedy an overreliance on the melting pot theory. "The only problem with that theory," the committee report said,

> is that it didn't happen that way in the past and it isn't happening that way now. But we are paying now for its past and present influence in American life by a feeling of alienation from society felt by many of its citizens and by a mood of intolerance of any diversity in our society.

The Senate Committee report spoke to the issue of defining "ethnic" for purposes of program grants. The report made it clear that Mexican, Indian, Black, Puerto Rican, Asian, and other groups of people sharing a common history identity, culture, or experience in America, were to be included as well as various European immigrant groups.

The Ethnic Heritage Studies Program Act with the authorization for an annual appropriation of $15,000,000 was passed in May of 1972. It was signed into law as a new Title IX of the Elementary and Secondary Education Act of 1965 which included the following statements of purpose and policy:

> **Purpose**
>
> - To afford students an opportunity to learn more about the nature of their own heritage and to study the contributions of other ethnic groups to the Nation.
> - To reduce educational disadvantages and social divisiveness caused by ignorance or misunderstanding of multicultural influences in the lives of individuals and communities.
> - To realize the educational gains that can result from understanding the contributions of cultural pluralism to a multiethnic Nation.
> - To encourage citizens of our pluralistic society to have intercultural awareness.
>
> **Policy**
>
> In recognition of the heterogeneous composition of the Nation and of the fact that in a multiethnic society a greater understanding of the contribution of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group, it is the purpose of this title to provide assistance designed to afford to students opportunities to learn more about the nature of their own heritage and to study the contributions of the cultural heritage of the other ethnic groups of the Nation.

In December 1973, the program's inital appropriation of $2,375,000.00 was passed. Following the announcement in the *Federal Register* of April 1974, the Office of Education received 14,000 requests for *Guidelines for Application.*

The *Guidelines* required every project or program to include the following activities:

1. *Development of curriculum materials* for use in elementary and secondary schools and institutions of higher education. . . .
2. *Dissemination of curriculum materials* to permit their use in elementary and secondary schools and in institutions of higher education throughout the Nation.
3. *Provision of training for persons* using, or preparing to use, curriculum materials developed under the Act.
4. *Cooperation with persons and organizations* having a special interest in the ethnic group or groups with which the program is concerned. . .

In spite of the brief four-week period allowed for the preparation of grants, the Office of Education received 1,026 applications. Proposals were submitted from every state as well as from the District of Columbia, Guam, Puerto Rico, and the Virgin Islands.

Proposals were received from urban, suburban, and rural areas. They included metropolitan, regional, statewide, and national projects. A broad spectrum of ethnic groups was represented in the applications: 34 different ethnic groups were associated with the proposed projects. The amount of support requested by eligible proposals was ; the program's actual appropriation represents less than 2.7 percent of this amount.

Finally, with the awarding of 42 grants in June 1974, the first year of the Ethnic Heritage Studies Program began.

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[1] *The Melting Pot, the Mold and Resultant Rejects: Report of the Seventh NEA National Conference on Civil and Human Rights in Education.* Washington, D.C.: National Education Association, 1969.

[2] Herman, Judith, editor. *The Schools and Group Identity.* New York, N.Y.: Institute on Pluralism and Group Identity of the American Jewish Committee, 1974.

[3] Glazer, N., and Moynihan, D. P. *Beyond the Melting Pot.* Second revised edition. Cambridge, Mass.: M.I.T. Press, 1970.

Overview of the 1974 Ethnic Heritage Program

During the first year of the Ethnic Heritage Studies Program, 39 projects[1] were launched. Twelve of these projects focused on the experience of a single ethnic group; 23 explored the heritage of several (two to 20) ethnic groups; and four concentrated on issues relevant to all ethnic groups. The projects that focused on a specific group or groups explored the experiences of 40 different ethnic groups.

Development of curriculum materials

This area of activity was a major emphasis throughout the first year projects, 38 of which produced curriculum materials.[2]

A typical example of the material developed is a printed curriculum resource unit or guide for secondary social studies teachers. This unit or guide, collaboratively developed by project staff, classroom teachers, and ethnic group representatives, contains narrative reference material, teaching strategies, classroom activities, and bibliographies. A number of separate bibliographies have also been developed.

Other materials produced include course outlines; collections of monographs, essays, and articles; informational pamphlets; presentations of teaching methods and educational approaches; analyses instruments: neighborhood studies; stories; a workshop manual and study guide; a collection of plays; and a computerized data bank. Most of the written materials are printed or will soon be, while some will remain in manuscript or mimeograph form at least for the immediate future.

Thirteen projects produced multimedia learning packages. The audiovisual components of these packages include films, videotapes, slide/tapes, filmstrips, slides, photographs, audiotapes, and records. A number of multimedia kits included maps and posters as well as games and three dimensional elements contained in artifact kits or resource boxes. Ten projects developed film, videotape, audiotape, and slide/tape programs that are complete in themselves.

Curriculum materials have been produced for a wide range of audiences, the largest of which is secondary (including junior high) educators. Some of the secondary curriculum resource materials are also suitable for student use and some have companion student texts. The next largest audience is elementary educators; a considerable number of elementary curriculum materials are suitable for student use. The learning objectives of most K-12 instructional materials are affective as well as cognitive. Other audiences, in order of size, are scholars and higher education faculty and students, K-12 educators, and community groups.

The social sciences—history, economics, politics and government, and sociology—are the subjects that dominate most of the curriculum materials. Other subjects, in descending order of quantity of materials developed, include music, literature and drama, curriculum development, languages, science, teacher education, and home economics as well as a considerable number of materials for interdisciplinary use.

Although the contents of these materials are potentially valuable, further development is necessary to make them suitable for instructional use. Editing and the addition of visual material and practical teaching strategies would improve them.

Fourteen projects carried out limited field testing of their materials while eleven projects' materials are being field tested during the 1975-76 school year. The one-year grant period did not provide enough time for adequate field testing.

Ethnic group representatives, including advisory council members, were the most frequent collaborators with project staffs in the development of materials. Other collaborators included writers, classroom teachers, audiovisual specialists, higher education faculty, higher education students, research scholars, museum specialists, parents, and translators.

The collaborative approach to the development of curriculum materials was certainly a strength of the 1974 Ethnic Heritage Program but delays and scheduling problems arose because a number of projects failed to anticipate the time required for collaboration and research. Overambitious goals and limited time and resources meant that several projects were unable to complete some of the materials they had undertaken to develop. Members of the assessment task force felt that the allocation of more time and resources would have resulted in higher quality materials and the possibility of reproducing them in greater quantities.

The unrealistic objectives of several projects are undoubtedly related to the demanding requirements of the *Guidelines for Application* and to the award process itself both of which have since been realistically revised. During the period of grant negotiations all recipients were notified that they would receive substantially less money than they had requested and were asked to revise their proposals.[3]

A number of projects that did not fully revise their projects objectives to match their budgets also failed to complete the development of certain materials. It appeared to the task force that the projects that perceived their objectives as most realistic also seemed to perceive the strongest obligation to carry them out.

Dissemination of curriculum materials

Dissemination of the materials produced by the 1974 projects has been random and limited. It has most frequently been in response to requests ranging in numbers from 25 to 1,000. The quantities of curriculum materials reproduced vary from half a dozen prototype samples or models to a printing of 6,000. Most materials were reproduced in quantities of several hundred.

After response to requests, distribution, in descending order of frequency, has been to school districts, individual schools, state departments of education, training participants and teachers, ethnic groups, libraries, selected mailing lists, and the Teacher Corps. The materials developed by the Southeast Michigan Regional Ethnic Heritage Studies Center are being distributed regionally to teachers through 18 resource centers established by the project.

Audiovisual programs produced by four projects have been broadcast by educational television stations. Materials produced by three projects have been or are being published by organizations with national marketing and distribution mechanisms. Other projects are exploring the possibilities of publication by a commercial publisher or national organization to increase dissemination of the materials they have developed. A commercial publisher is handling the materials produced by two of the projects.

An example of effective dissemination is the undertaking by the National Education Association/New Jersey Education Project whose curriculum resource guide was distributed throughout the national and state leadership of each organization and to individuals and organizations submitting individual requests. The guide was also sent to all state superintendents or commissioners of education, educational leaders in every public school district in New York and New Jersey and to the 500 major school districts in the other 48 states. An advertisement in a National Education Association publication reached 1.8 million educators.

At the beginning of 1976, there were nineteen projects that had not yet begun to carry out significant dissemination. Eleven of these projects had definite plans for dissemination during 1976. Because of uncompleted development and lack of funds for re-

production, distribution of the materials developed by eight of the projects remained uncertain.

Dissemination is unfortunately the weakest activity of the 1974 projects. Until there is more strength in this area the potential value of the initial projects cannot be realized. For instance, it is the feeling of the task force that *The Experience of Japanese Americans in the United States: A Teacher Resource Manual,* developed and published by the Japanese American Citizens League (JACL), has considerable depth and is presented in an interesting, attractive and educationally sound manner. It could serve as a valuable model for other ethnic groups and many of the concepts presented are fundamental to multicultural instruction. Fifteen hundred copies of the manual were distributed thoughout the JACL and to a list of educators and others who had expressed interest or were considered influential. There are no plans however to distribute the remaining manuals or to make potential users aware of their existence.

Other materials that the task force feels could be extremely valuable include the imaginative *"Ethnic Discovery" kit and handbook* that are being developed by the Boston Children's Museum. These materials can be used by people of any age in any community to discover both personal and community ethnicity. But they are in notebook and model form and cannot be disseminated until further development and quantity reproduction can be financed.

The legislative requirement that within a year[4] all projects develop curriculum materials, provide training, and carry out dissemination weakened dissemination efforts of the 1974 projects. Because most projects chose to disseminate themselves the materials they developed, that was not possible until the materials had been completely developed. Virtually the entire grant year and most of the resources had been consumed by that time. Dissemination of the materials produced by the majority of the projects took place in fiscal 1975.

Training provisions

The 1974 ethnic heritage projects provided training for over 4,000 educators at an average of 15 hours per person trained. Other projects trained ethnic group representatives, project staff, community service groups, and college and university students who were not enrolled in education courses.

Most of the training, offered through in-service workshops or seminars, was conducted by project staff and higher education faculty members; ethnic representatives, scholars, and curriculum specialists also assisted. Six projects provided graduate courses and five, undergraduate courses. Training to a great extent, focused on ethnic curriculum development and the use of materials developed by the projects. Some training programs concentrated on ethnic resources and experience, human relations goals and techniques, theories of ethnicity, and teaching ethnic studies. Field testing of the curriculum materials they were developing was used by a few projects as part of their training activities.

The members of the task force are aware that to use ethnic heritage materials effectively teachers need training. They are therefore concerned that the time limitations imposed by a one-year grant made it difficult for many projects to coordinate adequately their teacher training and curriculum development activities.

Cooperation with persons and organizations having a special interest in the ethnic group or groups with which the program is concerned

Ethnic and community involvement was perhaps the most successful aspect of the 1974 Ethnic Heritage Studies Program. The director of *Ethnic Resources for the Pacific,* a project conducted by the University of Hawaii reported:

> A totally unexpected phenomenon was the extraordinary response of ethnic/cultural organizations and clubs in offering their resources and expertise to help produce the materials and participate in the teacher institutes. Their pride in their own culture and their eagerness to share it with others was most heartwarming and made the efforts of the Center this past year one of the most rewarding of my professional life.

Over three-fourths of the projects obtained invaluable data and ethnic resources through the involvement of community ethnic groups or persons; these groups participated actively in the creation of the curriculum materials developed by more than half of the projects. Ethnic representatives, including advisory council members,[5] reviewed materials at critical stages and recommended important revisions for many projects.

In over one-third of the projects, advisory councils helped to determine project direction and approaches to developing curriculum materials. In approximately one-fourth of the projects, ethnic and/or community representatives helped provide

training and have been or will be involved in dissemination. In five projects, ethnic representatives and/or advisory council members participated in field testing.

There were some projects which involved only nominal participation by the advisory councils; the major activities of these projects, however, were carried out by knowledgeable ethnic persons.

The joining of the curricular resources of education institutions and the cultural resources of the community suggested in 1974 *Guidelines for Application* was in fact carried out by most 1974 projects. In many cases, the working relations formed between the educational and ethnic communities will continue.

Use of project results and impact

A great deal remains to be learned about how the results of the 1974 Ethnic Heritage Program will be utilized and what their impact will be. Although significant dissemination of the materials developed by 19 of the projects has yet to be carried out, their potential use and effect are considerable.

California and Illinois have education codes requiring multicultural or multiethnic education, and in Michigan the state department of education is developing guidelines for implementing ethnic heritage studies on a statewide basis. Results of the initial Title IX ethnic heritage projects are beginning to influence teacher training, textbook selection, and curriculum development in these states. It is possible that the early childhood curriculum design developed by the *California ethnic heritage program* will help to shape the curriculum of all the elementary schools in the state.

Teachers are currently using curriculum materials developed by 22 projects. For instance, *The Ethnic History of South Carolina*, a syllabus developed by the Charleston County School District is being used by 95 eighth grade social studies teachers and will influence the educational experience of 5,000 students.

As a result of the Czech heritage project of Kirkwood Community College in Cedar Rapids, Iowa, 18 new courses are being offered at the college.

In several significant instances, Title IX ethnic heritage projects have been utilized to facilitate desegregation.

The *Ethnic Discovery Project* of the Children's Museum provided materials which are being used in the development of a multiethnic "magnet" program for a Boston elementary school under the federal court order for desegregation. A suburban school district near Cleveland, Ohio, which has recently been desegregated is using materials developed by the ethnic heritage project of the Cleveland public schools.

The Honorable Robert E. DeMascio whose court has jurisdiction over the desegregation of the public schools in Detroit, Michigan, ordered that ethnic heritage studies be part of the students' curriculum. The Detroit schools are therefore using materials developed by the Title IX project undertaken by the Southeast Michigan Regional Ethnic Heritage Studies Center.

The materials produced by the projects are being used as follows: 12, by ethnic and community groups; 11, by individual schools and school systems; eight, in college and university courses. Nine state departments of education are using or will be using materials developed during the first year of the Ethnic Heritage Studies Program. Other users of ethnic heritage curriculum materials include regional resource centers, state bicentennial commissions, state historical societies, state education associations, urban education associations, libraries, museums, and theater groups. State departments of education are using training programs developed by ethnic heritage projects.

Several of the 1974 Title IX projects have generated further ethnic heritage activities. *The Peoples of Connecticut Project* helped in the initial development of a similar project for New Britain, Connecticut. The Frederick Douglass Museum of African Art is adapting for elementary school use its secondary curriculum materials developed in a project funded under a grant from the National Endowment for the Arts. An audiovisual program to be used with the syllabus derived from a Title IX project is being developed by the Charleston County School District.

Not only is the Ethnic Heritage Studies Program beginning to have an impact on teacher education, K-12 curriculum development, and college and university programs; it is also beginning to create a more sophisticated popular conception of ethnicity. As a result of their contact with ethnic heritage projects, people who once considered the terms ethnic and minority synonymous, now realize that ethnicity is relevant to all people and that it is a valid perspective from which to view our national heritage. A number of state bicentennial commissions are adopting a multicultural approach.

[1]Three joint projects were formed by six of the 42 grant receipients.

[2]The Rhode Island Department of Education Ethnic Heritage Program, which will not be able to complete the curriculum development it undertook, turned its preliminary efforts over to other developers and returned some of the grant money to the Office of Education.

[3]The *Guidelines* no longer require all program proposals to contain four major areas of activity. Moreover, the well-publicized $50,000 grant limit which the Ethnic Heritage Studies Branch adopted prior to the application period for fiscal 1975 grants reduces differences between amounts of money requested and amounts of money awarded.

[4]As the result of subsequent legislative amendments, projects may concentrate on one or two of these activities.

[5]The Ethnic Heritage Studies Program Act requires every project or program to have an advisory council "which is representative of the ethnic group or groups with which the program is concerned."

Observations on What the Assessment Task Force Learned from the First Year of the Ethnic Heritage Studies Program

General

A fundamental premise of the Ethnic Heritage Studies Act is that a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can create a more harmonious populace. The experience of the first year of the program affirms the premise. The staff of *A Model Program in Multiethnic Heritage Studies* carried out by Mankato State College in Minnesota discovered that the ethnic heritage approach to cultural difference reduces traditional antagonisms between people from so-called minority and majority cultures.

As part of the *Ethnic Discovery Project* of the Children's Museum in Boston, children of widely diverse ethnic backgrounds from elementary schools in several neighborhoods (including South Boston and Roxbury) spent two weeks discovering their individual ethnic heritages and exploring the cultural resources of the neighborhood surrounding the museum. These children had fun learning about cultural differences, got along famously with each other, and successfully carried out a number of cooperative projects.

Other projects demonstrated that people can develop strong empathy for other cultural groups and great interest in their experiences. A young Black student who saw a play produced by the *Drama and Theater of Baltic-American Youth* project strongly identified with the oppression suffered by the play's protagonists. A Japanese American teacher grew so interested in Ukrainian culture as he developed a Ukrainian curriculum guide that he continues to take an active part in the life of the Ukrainian community.

In a Texas elementary school where the German curriculum unit developed by the Southwest Educational Development Laboratory was design tested, the parents became involved and participated in some of the activities and organized appropriate field trips; most of these parents were not German-American.

There is an unfortunate incongruity between the broad mandate of the Ethnic Heritage Studies legislation and the level at which the program has been funded. The Ethnic Heritage Studies Act begins with a policy statement recognizing "that all persons in the educational institutions of the nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group." To carry out its legislative purpose, the Ethnic Heritage Studies Program should have an appropriation considerably larger than $1,800,000 or $2,300,000.

The fact that ethnic heritage projects must be contained within a single year and must cost no more

than $50,000 limits their quality. In many projects, approximately $50,000 is needed to provide the full-time professional activity of a single person for one year and the related travel resources, clerical services, etc. to support this activity.

The federal fiscal year is not the most effective time structure for Ethnic Heritage Studies projects. Because many projects are so closely related to the activities of educational institutions, they do not get under way until September. September 1 to August 31 would, therefore, be a more practical grant period.

Although the first year of the Ethnic Heritage Studies Program demonstrated that these studies can contribute to intergroup harmony, many people involved in the initial projects, including the task force responsible for this report, came to realize that a more comprehensive multicultural approach would be more effective. Such a program would include not only ethnic heritage studies, but also related cultural concepts like bilingual education and nonsexist instruction.

Curriculum development

Single-year grants are inappropriate for curriculum development because the time allowed for field testing and revision is not sufficient. Regarding the limited dissemination of curriculum materials developed during the first year, there is a reluctance to distribute materials that still require field testing and further development.

Dissemination

During the first year of the Ethnic Heritage Studies Program dissemination was random and limited. To begin to carry out its legislative mandate, the program must develop a permanent, comprehensive, dissemination mechanism. A statement about such a mechanism follows the section, "Recommendations."

Training

More clearly defined goals are needed for teacher training and better ways must be devised to determine how well these goals are being met.

Although those involved in a project will need different kinds of training, everyone, including advisory council members, should participate in orientation activities. The evaluation of the Illinois/Chicago project for interethnic dimensions concluded that the project would have progressed more rapidly if the ethnic persons involved had received training in curriculum development.

Leaders of ethnic groups and community people as well as scholars and educational specialists should participate in the training of educators. An important goal of training is the sensitizing of teachers to the needs and attitudes of ethnic groups and communities. munities.

Ethnic involvement

Projects that most fully used community and local ethnic resources in materials development and training are among those whose influence appears to be continuing beyond the conclusion of the project.

In projects where there was extensive involvement of ethnic groups with the schools, constructive dialogue took place between the ethnic communities and the schools. A better understanding of the ethnic communities on the part of school officials and the development of practical knowledge about the structure of the school system within the ethnic communities, for instance, are significant results of the Ethnic Heritage Development Program of the Cleveland Public Schools.

In the majority of the projects, the involvement of the advisory council and other ethnic persons in the development of curriculum materials made it possible to correct significant deficiencies.

Greater flexibility is needed in defining the role of the advisory councils and procedures for their participation. In some cases, monthly consultation is unnecessary. This burdens not only the project staff, but also the advisory council members, and thus reduces the enthusiasm of the advisory council members.

It is important for advisory councils to monoethnic projects to include people outside the project's ethnic focus. This helps prevent materials produced from one ethnic perspective from being offensive to people from other ethnic groups.

Evaluation

The recipients of the 1974 ethnic heritage grants evaluated their projects in a variety of ways. Some arranged for external evaluation, some called their final performance reports "evaluations," and some submitted other kinds of data. The evaluation data would of course be infinitely more useful if it had been consistently developed. "Guidelines for Future Assessment" (Appendix 2) are contained in this report.

Task Force Recommendations

Congressional Action on the Current Program

- The annual appropriation for the Ethnic Heritage Studies Program should be increased to the authorized level of $
- A permanent, comprehensive dissemination mechanism should be created.[1]
- "Research" should be added to the areas of authorized activities and should deal primarily with the nature of multicultural education and the effectiveness of various curricular and teaching approaches.

Action to be taken by the Office of Education

To improve the quality of the projects, the Ethnic Heritage Studies Branch should exercise greater flexibility in allocating the resources appropriated for the program.

- Grant limits should be flexible enough to support promising projects that cost more than $
- The grant period should become September 1 to August 31.
- The staff of the Ethnic Heritage Studies Branch should explore the possibility of developing contractual arrangements as a means to insure more effective execution of projects. The following approaches should be considered:

1. Three-year funding will include small planning or developmental allocations for the initial year. Continued support for the second and third year will be contingent on the previous year's performance.

2. "New applications" may be awarded planning or developmental grants. At the end of planning grant periods, contracts may be negotiated with the agencies or organizations that develop plans that speak most directly to the needs of the Ethnic Heritage Studies Program.

- Evaluation criteria should be defined for each area of authorized activity.
- In the awarding of grants, the Ethnic Heritage Studies Branch should continue to give emphasis to projects that will fill gaps in the Ethnic Heritage Studies Program. At the end of the first year of the program, the kinds of projects for which there appeared to be greater need were training dissemination and preschool and elementary curriculum development.

- In the awarding of curriculum development grants, preference[2] should be given to projects that provide for the integration of multicultural concepts into the total curriculum.
- In the awarding of training grants, preferences[2] should be given to projects that significantly involve ethnic and community representatives both as participants and as trainers.
- The policy of the Ethnic Heritage Studies Branch to give preference[2] to projects with a multiethnic impact and focus should be continued. Even projects that focus on the experience of a single ethnic group should be developed for a multiethnic audience.
- The policy of the Ethnic Heritage Branch to give preference[2] to projects on ethnic groups whose heritage and contributions are generally unknown should be continued, particularly during the early years of the program.
- The Ethnic Heritage Studies Branch should have additional staff and resources in order to provide technical assistance to individual projects.
- The Commissioner of Education should provide the Ethnic Heritage Studies Branch with discretionary funds that can be used for activities such as external assessment and the development of evaluation criteria that require the services of persons or organizations with highly specialized experience and skills.

New legislation

- A federal multicultural or intercultural program must be created through new legislation and/or major amendments to existing legislation. Multicultural education is essential for the social survival of individual citizens, communities, and our nation as a whole. Moreover, it is far too important to be compartmentalized. The educational systems of the nation are fortunately pursuing a number of approaches to overcoming the limits of monocultural education. That progress has been made over the past decade is illustrated by the fact that, in a typical school system, students in the primary grades may receive bilingual language arts instruction, junior high students of social studies study the experiences of various ethnic groups, and senior high sociology students learn that women are important in the history and culture of this nation. The goal for future education should be the integration of bilingual, multiethnic, and nonsexist education into the entire K-12 curriculum.
- The counsel of the many educators, scholars, and concerned citizens who not only share the desire for a totally multicultural K-12 curriculum, but who have also developed strategies for the creation and implementation of such curricula, should be reflected in new legislation[3] for multicultural education.

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[1] See Appendix 1.

[2] In these recommendations for preference, priority not exclusive consideration is suggested.

[3] Members of the Advisory Council felt that the very important issue of new legislation requires a great deal of further discussion.

Advisory Council Recommendations

- The development and implementation of Ethnic Heritage Studies should be based on a sound theoretical understanding of the relationship between the development of the child and multicultural education.
- In carrying out its responsibility for educational research, the National Institute of Education should conduct both theoretical and applied research in areas related to ethnic studies. This research would include investigation into learning and teaching processes such as developmental strategies and appropriate grade levels for specific ethnic studies instruction, attitudinal change factors for ethnic studies, ethnographic/sociographic factors of ethnic studies, and other conceptual and practical research referred by a joint task force of the National Institute of Education and the Office of Education.
- Branches within the U.S. Office of Education should coordinate their multicultural and ethnic heritage studies projects. Each branch should know about the related programs that are being carried out by other branches. Moreover, materials developed by ethnic heritage and multicultural projects should be collected, cataloged, and housed in a single location.

Summaries of Individual Projects

(S-1)

RECIPIENT OF GRANT: Alabama Center for Higher Education

AMOUNT OF GRANT:

NAME OF PROJECT: Black Studies Research and Demonstration Project

ETHNIC FOCUS: Afro-American

CURRICULUM MATERIALS DEVELOPMENT: The project staff and a summer teacher workshop developed an instructional delivery unit for social studies and another for fine arts. The project staff and consultants also developed the following oral history presentation:

Civil Rights Demonstrations in Birmingham, Alabama: 1963 (30-minute videotape cassette documentary)

A Look at Civil Rights Today and Where We Are Headed (30-minute videotape cassette documentary)

Profiles of Black Alabamians in Government and Politics (60-minute slide tape documentary)

Profiles of Black Alabamians in the Humanities - Literature, Art, and Music

The strength of the materials development is the use of valuable, timely, primary sources.

DISSEMINATION: The instructional delivery units were distributed to 12 schools in the Birmingham and Jefferson County public school systems. One hundred copies of the two units were given to the Alabama State Department of Education. Copies of the two units were also sent to the other 1974 Ethnic Heritage Studies projects, state government offices, and the Alabama Archives.

The Birmingham public television has copies of the videotapes and broadcast *A Look at Civil Rights Today and Where We Are Headed.* The audiovisual materials have also been shown to a few high school and community audiences.

TRAINING: The 1974 summer workshop which developed the instructional units included 15 teachers from 12 high schools.

During the 1974-75 school year, teachers from the summer workshops participated in eight to ten follow-up workshops. Thus a corps of 15 teachers

received approximately 70 hours of training, and planned and carried out a workshop for English and history teachers, librarians, and administrators from the Birmingham and Greene County high schools.

ETHNIC INVOLVEMENT: The involvement of Black Alabamians in all phases of the project was extremely high.

USE OF OUTCOMES AND IMPACT: The instructional delivery units are being used in the public schools of Birmingham and Jefferson County as well as in conferences sponsored by the Alabama State Department of Education.

The department is considering the utilization of the units in state curricula. If funds are found for further printing of the instructional units and duplication of the audiovisual materials, the products of this project can be used throughout Alabama and in other parts of the United States. The integration of materials development, training, continued support, and field testing achieved by the Alabama project suggests an effective model for other Ethnic Heritage Studies projects.

The corps teachers continue to meet and review materials and to provide training for other schools.

FIELD TESTING: The corps teachers participating in the extensive materials development process field tested the materials in their classrooms.

(S-2)

RECIPIENT OF GRANT: Alaska State Operated Schools

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Studies Materials for Alaska Native Children and Teachers of Indian Children

ETHNIC FOCUS: Alaska Native, Indian

CURRICULUM MATERIALS DEVELOPMENT: As part of a curriculum program to acquaint students with Alaska Native culture and the impact of the Alaska Native Claims Settlement Act, this project produced two 25-minute color films, *Early Days Ago* and *On Our Own*. These films will be used to supplement a secondary school textbook on Native Land Claims. Film content was determined by school officials in consultation with an Alaska Native parent advisory committee. Professional filmmakers produced the films.

DISSEMINATION: The films have been transferred to three-quarter inch videotape and 30 tapes of each film are distributed among the rural schools in Alaska.

TRAINING: No training was done under this grant, but there is a great need to educate teachers about Alaska Native culture and the Land Claims Settlement Act. The Alaska State Operated Schools have consulted with the University of Alaska about setting up a teacher training program.

ETHNIC INVOLVEMENT: A statewide Alaska Native parent advisory committee was instrumental in determining the content of the films and in reviewing the project at critical stages. They will also be active in disseminating the films throughout the rural communities of Alaska.

USE OF OUTCOMES AND IMPACT: The films will become part of the secondary curriculum of the Alaska State Operated Schools. As the first popular presentation, aside from newspaper and magazine articles, of the implication of the Land Claims Settlement Act, the films will be used by community groups.

This project relates the cultural heritage of Alaska to the contemporary life of the state.

EVALUATION: The films were reviewed at critical stages by the parent advisory committee and by a review committee established by the Alaska State Operated Schools for the Alaska Native Land Claims Settlement Act Textbook and related materials.

(S-3)

RECIPIENT OF GRANT: Anti-Defamation League of B'nai B'rith

AMOUNT OF GRANT:

NAME OF PROJECT: Task Force to Define Cultural Pluralism and Test Strategies for the Effective Teaching

ETHNIC FOCUS: Omniethnic

CURRICULUM MATERIALS DEVELOPMENT: Two publications are being produced. One is a collection of essays on cultural pluralism and multicultural curricula entitled, *Pluralism and the Democratic Society*. It grew out of a three-day conference in April 1975 during which papers were presented by leading scholars and writers in the field of ethnicity and multicultural education. The second publication, focusing on the experiences of Blacks, Jews, Mexican Americans, and Puerto Ricans, will present strategies that social studies teachers can use to develop a multicultural American history curriculum.

DISSEMINATION: The publications will be disseminated through ADL's national and regional distribution channels.

TRAINING: Approximately 20 educators from Union County, New Jersey, received 100 hours of training. The training explored ways to integrate the experience of Blacks, Jews, Puerto Ricans, and Mexican Americans into social studies curricula.

ETHNIC INVOLVEMENT: Individuals living close to New York with deep roots within the Italian, Jewish, Puerto Rican, Mexican American, and Black communities were invited to serve on the advisory committee.

The advisory committee met monthly for two to three hours with most members in attendance at each meeting. Following a report by the project director on the project's progress, the meetings typically touched on news from Washington or other Ethnic Heritage funded projects and then dealt with a variety of issues, usually raised by the members. Topics included: ways of sensitizing the general public to ethnic pluralism; refunding the project during 1975-76; learning and teaching about pluralism in the curriculum. Committee members also submitted the names of individuals to attend the April conference; they recommended resource people, submitted bibliographies on areas in which they were expert, and suggested ways of influencing the media. They previewed and criticized new materials on ethnicity. Most importantly, they helped develop criteria for the selection of individuals to attend the conference as participants and observers and recommended experts to be invited. Advisory committee members participated fully in the April conference.

USE OF OUTCOMES AND IMPACT: It is hoped the publications will be used extensively by scholars and educators, particularly curriculum developers and social studies teachers. The project director assumes that the teachers who participated in the project's training program are incorporating multicultural strategies and concepts into their classroom instruction. This project should focus attention on the developmental psychological concepts that illuminate how young children learn about cultural difference.

(S-4)

RECIPIENT OF GRANT: Bakersfield College, Bakersfield, California

AMOUNT OF GRANT:

NAME OF PROJECT: Project M.E. CH. I.C.A. (Materiales para Estudios Chicanos Inter-Culturales de America)

ETHNIC FOCUS: Chicano, Mexican

CURRICULUM MATERIALS DEVELOPMENT: The principal developers of materials were 15 bilingual Chicano college students who had both a commitment to bilingual/bicultural education and a strong interest in entering the education profession. These students, accompanied by two Bakersfield College staff members spent their fall semester in Cuernavaca, Mexico. Their academic program was arranged in conjunction with a Mexican government-supported technical university. During the spring semester, the students, working with staff resource people developed the following materials:

A set of 14 teaching modules
A Chicano literature anthology

An anthology on Mexican and Chicano thought and philosophy
An anthology on Mexican and Chicano art
A videotape on the history of the Chicanos' pre-Columbian past
Chicano poetry tapes
A cataloged collection of pictures and slides
A comprehensive bibliography of Chicano studies materials
Development of a Chicano Studies book collection
Development of a Chicano Studies record collection
A comprehensive index to Chicano Studies A-V materials
An index of all Chicano Studies materials available at Bakersfield College
Chicano Studies display and collection.

DISSEMINATION: Several hundred copies of the anthologies and the bibliographies were distributed to other community colleges in California. All materials developed by this project are available to be duplicated at cost by the Chicano Cultural Center at Bakersfield College.

TRAINING: Six community college teachers, one four-year college teacher and about 20 public school faculty members further developed their skills for preparing and using Chicano Studies materials. At least 100 additional educators at various levels attended skills-development seminars.

Thirteen of the students who participated in the development of the curriculum materials have matriculated into a bilingual/bicultural teacher–preparation program. Most of the others are planning to matriculate into such a program in the future.

The in-service courses for 20 persons offered at California State College, Bakersfield, were Topics in Bilingual Education for teacher aides and Workshops in Bilingual/Bicultural Materials Development for teachers and student teachers.

ETHNIC INVOLVEMENT: Ethnic involvement was extremely high. Virtually everyone active in the development of materials was either Chicano or a citizen of Mexico; most of those involved in the training activities were Chicano.

USE OF OUTCOMES AND IMPACT: The higher education materials have been integrated into 15 courses at Bakersfield College. Other materials are being used for teacher training and by a number of schools and school districts. The outstanding features of this project were its international aspect and the cultivation of students as curriculum developers and subject matter specialists.

FIELD TESTING: Although the teaching modules were not formally field tested, they were tried out with groups of students and subsequently refined. The project director feels that the modules are sound and worthy of use.

(S-5)

RECIPIENT OF GRANT: Brandeis University
AMOUNT OF GRANT:

NAME OF PROJECT: Center for Contemporary Jewish Ethnic Heritage Studies Program

ETHNIC FOCUS: Jewish

CURRICULUM MATERIALS DEVELOPMENT: Graduate education students, many of whom were teachers, administrators, and rabbis, met as a seminar throughout the year to develop skills and curriculum materials on the Jewish American experience. As ideas and materials were developed, they were tried out in the classrooms of the teachers in the seminar.

The materials include elementary and secondary curriculum units on *Organization of the American Jewish Community, Jewish Immigration to America,* and *Traditions and Values of American Jews.* There are also companion audiovisual materials and kits including games, pamphlets, culture objects, etc., to supplement each unit.

The materials were developed through a continuous laboratory process that made it possible for teachers to apply theory in a dynamic way.

DISSEMINATION: This project received approximately 50 requests for the materials during the grant period. Dissemination has thus far been very

limited because many of the products were not in a form that could be inexpensively reproduced. Publication of these materials by Selective Educational Equipment, Inc., however, will significantly increase their distribution.

TRAINING: The training component of this project was the graduate seminar that developed the materials. The seminar included 10 to 15 persons, each of whom spent 80 to 90 hours in the seminar and related activities. Graduate credit was given for the seminar. The strength of the training was that it involved eminent scholars in the development of ethnic heritage curriculum materials.

ETHNIC INVOLVEMENT: Monoethnic involvement in the development of curriculum materials and training was very high: the project was sponsored by a Jewish university and most of the participants were Jewish. There is a possibility that Jewish groups will be active in dissemination when the materials are in a form that can be duplicated. Many of the teachers who tried out the materials in their classrooms were Jewish.

USE OF OUTCOMES AND IMPACT: The materials developed by this project will not be widely used until after they are published. Aspects of the project however, which are worthy of emulation include its imaginative approach to the development of curriculum materials and its effective integration of curriculum materials development, training, and ethnic involvement.

FIELD TESTING: Teachers who were members of the seminar tested the materials, as they were developing them in their classrooms. During the process, the teachers discovered that the materials could be used effectively with non-Jewish children as well as with Jewish children.

(S-6)

RECIPIENT OF GRANT: Buffalo City School District

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Heritage Curriculum Development Project

ETHNIC FOCUS: Croatian, German, Greek, Italian, Irish, Jewish, Polish, Serbian, and Ukrainian

CURRICULUM MATERIALS DEVELOPMENT: Reference guides for elementary and secondary teachers and audiovisual materials were developed through the direct involvement of teachers, writers, students, and representatives of ethnic communities. The ethnic communities were extraordinarily helpful and made valuable contributions. The development process took approximately ten times longer than had originally been anticipated.

DISSEMINATION: Only two of the reference guides *(The Polish People and The Ukrainian People)* have been published. They will eventually be distributed to teachers in the Buffalo public schools. If additional financing can be obtained, the other reference guides will be published by the Buffalo Board of Education and distributed in the same manner. Copies will be made available to others at cost.

TRAINING: One in-service training program was held for nine teachers (representing different curriculum disciplines) who were also involved in the development of the reference guides. During the training session, they were exposed to the content of the teachers' guides. These teachers will be used as trainers after the guides are published.

ETHNIC INVOLVEMENT: Representatives from the ethnic communities collaborated in the development of the reference guides. During this process, the school system established a positive relationship with the ethnic communities.

USE OF OUTCOMES AND IMPACT: After the reference guides are approved by the Advisory Council on Ethnic Heritage Studies and the Buffalo Board of Education, the Buffalo public schools will adopt them for their existing curriculum program.

The school system and particularly the teachers are committed to collaboration with the ethnic communities.

The techniques of data gathering and development will be used to develop reference guides for all other ethnic groups in the Buffalo area. Prior to this project, the Buffalo school system developed materials on Blacks, Puerto Ricans, and Indians.

FIELD TESTING: During the first semester of the 1974-75 school year the Polish and Ukrainian guides were field tested with 200 students; this field testing revealed that the guides were totally inadequate. The project staff, therefore, substantially changed their approach. During the second semester, the revised material was field tested and proved very successful.

EVALUATION: One staff member of the Board of Education was reponsible for developing an evaluation mechanism for internal process needs. The project director reports that the results of this evaluation were "extremely positive."

(S-7)

RECIPIENT OF GRANT: California State Department of Education

AMOUNT OF GRANT:

NAME OF PROJECT: California Ethnic Heritage Program

ETHNIC FOCUS: Multiethnic (with emphasis on Mexican American, other Latin and Spanish American, Black American, Asian American, and First American; attention also to Portuguese American and Jewish American)

CURRICULUM MATERIALS DEVELOPMENT: *Guide to Ethnic Heritage Curriculum Analysis* was developed as a result of discussion and research by members of the design group, the project director and coordinator. Six models were examined and elements of some were adapted to the concepts developed. A draft was prepared and used in training and response sessions with county/district review teams in two California counties. Revisions were made and a working draft was used January-June 1975; more than 125 curriculum items were screened and reviewed, about 85 of them by more than one reviewer. Technical writers wrote annotations. The *Guide* and the screening and analysis instruments were reexamined, and minor revisions were made to prepare the draft for publication by the state department of education.

The process of developing the *Guide* was participatory with 110 persons involved and many points of view represented. Field testing was intensive. The design group met frequently to refine instruments. Two advisory councils participated. The curriculum design *(Integrating Multicultural Education)* was carried out by a small, close-knit team of professionals who were familiar both with the California Ethnic Heritage Program and the school system in which the design is to be applied.

Organization of the many participants in the *Guide* development process was time consuming. Deployment through contracts with two county offices of education added a middle level of responsibility that caused confusion and reduced effectiveness of coordination. There was repetition in ironing out differences in interpretation. The process of developing the curriculum design *(Integrating Multicultural Education)* had the weaknesses of a crash program: not enough time for consultation, clarification of goals and objectives, and participation of other professionals and community advisers. There was inadequate coordination between school district and state agency. Field testing will probably identify gaps in the design.

DISSEMINATION: The final version of the *Guide to Ethnic Heritage Curriculum Analysis* is being edited for publication (5,000 copies) in fall 1975 by the California State Department of Education. Approximately 1,200 copies will be mailed to school districts and county offices of education with the recommendation that the *Guide* be used as a training aid in in-service education of teachers and others. (Screening and analysis instruments will be printed on perforated pages for convenient removal so they can be duplicated locally in quantity.) There will be an effort to promote such training as part of the service training required in nearly 500 California districts by an Education Code provision (history, culture, and current problems of minorities).

TRAINING: In the course of the 1974-75 program 92 persons were trained directly. They were the county and district members of review teams, and included teachers, administrators and members of ethnic minority groups.

ETHNIC INVOLVEMENT: Primary emphasis was on ethnic heritage of Mexican American, other Latin and Spanish American, Black American, Asian American, and First American people, but the program is governed by the concept of cultural pluralism. Portuguese and Jewish Americans were selected as examples of diversity. All the named ethnic groups were represented by one or more persons in the advisory councils, project staff, design group and review teams. There was a good balance of representation in most cases. The Bureau of Intergroup Relations which administered the program is staffed by members of several ethnic groups. Statewide and local ethnic organizations were consulted frequently during the project year.

USE OF OUTCOMES AND IMPACT: The *Guide*, in addition to dissemination as already described will be distributed without charge to school personnel and others upon request. Promotion will be through the state department of education, professional and other channels, including presentations at conferences and workshops (for example, the California Council for Social Studies Conference in the spring of 1976). It is likely that the *Guide* and the California Ethnic Heritage Program will be the basis of a 1976 Bicentennial project in multicultural education, to be implemented jointly by the state department of education and several school districts.

Although the *Guide* represents a hard-won consensus of many project participants in two parts of the state and will be useful in training and interpretive activities, the most significant outcome of the project is the Los Angeles early childhood curriculum design. The state-funded Early Childhood Education program is on its way to universal acceptance in California public schools, and a multicultural component is required. With time, the results of this Ethnic Heritage program may be influential in shaping the curriculum of most if not all elementary schools in the state.

The *Guide* will be used in the future both as a training aid in the in-service education of teachers and others and as a practical instrument for analyzing the instructional value of multicultural materials. The Bureau of Intergroup Relations intends to promote use of the *Guide* in the state textbook selection process in curriculum design in school districts, in implementation of the state multicultural in-service requirement in nearly 500 school districts, and in workshops, conferences, seminars, college courses, and other forums and media of in-service training. Currently, the state department of education is pareparing to apply for bicentennial funding of a 1975-76 series design. *Integrating Multicultural Education into the Curriculum, K-3* will be used in 1975-76 for field testing only; as revised, it will be used later in early childhood schools throughout the Los Angeles district. It also will be published and its use will be promoted as a model in schools throughout the state.

EVALUATION: The evaluation process included: (a) exit interviews by three special consultants with a large number of program participants in two days of interviews at the county offices of education; (b) a narrative report by the project director, with a chronology; (c) a compilation of annotated reviews of materials; (d) final revision of the *Guide* and instruments based on experience and recommendations or participants; and (e) preparation of the Los Angeles curriculum design to be field tested in 1975-76.

(S-8)

RECIPIENT OF GRANT: Center for Urban Education, Portland, Oregon

AMOUNT OF GRANT:

NAME OF PROJECT: Increasing the Understanding of Multiethnic Heritage

ETHNIC FOCUS: Multiethnic (There are said to be 87 identified ethnic groups in the population of Portland. Case studies were made of the Chinese and Italian Americans.)

CURRICULUM MATERIALS DEVELOPMENT: The eight products comprise a package to be used as learning materials in the process of study, analysis, and community action to increase understanding of the city's multiethnic heritage. The products were developed in a sequence beginning with a simulation game for discerning ethnicity in the community, followed by the determination of means for locating information resources, documentation of specific ethnic group history in Portland, videotaping of oral history, development of a process guide for putting project experience to work in the community, and finally the development of a guide which provides an overview of the entire process. Advisory council members of diverse ethnicity participated in the developmental process, and individuals and organizations in the community also participated. The set of products is being made ready for field testing in schools and for eventual publication so that it can be used as a model for work elsewhere with other ethnic groups. The products are *Where Are They Now?* a simulation/game for discerning ethnicity in the community; *The Portland Experience,* three example documents tracing ethnic heritage in Portland; *Oral History and Ethnic Heritage,* a videotape and process tool to help better understand what has happened and what is happening; *Experiencing Ethnicity in Urban Neighborhoods,* a process guide for putting your experience into practice in the community; and *Where To Turn,* an overview and process guide for increasing the understanding of ethnic heritage.

DISSEMINATION: During 1975-76, there will be field testing in the schools of four local districts (a high school in Beaverton, two elementary schools in different areas of Portland, and an intermediate school of the Multnomah County district). After field testing, the package of materials will be duplicated and made available at cost by the Center for Urban Education or, alternatively, it will be issued by a commercial publisher.

TRAINING: The Center for Urban Education is planning to conduct workshops and symposia in the Portland metropolitan area. The set of materials, however, has been designed to be self-explanatory and can be utilized without pretraining. Participation in the process, therefore, is the chief training mode. During the development of the materials, those involved were trained.

ETHNIC INVOLVEMENT: Although completed case studies were of the Chinese and Italians, many ethnic organizations were consulted. The advisory council included First Americans, Japanese Americans, and others of diverse national origins.

USE OF OUTCOMES AND IMPACT: Upon publication, the process developed by this project will be available for replication anywhere in the United States. It is applicable not only in schools, but in the work of community organizations, and could raise the level of recognition and awareness of ethnic heritage in many places, especially urban centers.

This project concentrated on the development of a sequential process—an intense local research effort intended to be a model in the strategy and techniques of discerning, tracing, and understanding local ethnic heritage. Its products are offered as examples and demonstrations, and as aids in replicating the process. If field testing shows that the process in fact can be replicated in the classroom or elsewhere, the development of such a model is the most significant achievement of the Portland project.

EVALUATION: Each step of the project was designed for feedback from participants. No general evaluation has been conducted, but field testing will provide a comprehensive and detailed evaluation of the product outcomes.

(S-9)

RECIPIENT OF GRANT: Charleston County School District

AMOUNT OF GRANT:

NAME OF PROJECT: The Ethnic History of South Carolina's Program: South Carolina Ethnic Contribution to American History

ETHNIC FOCUS: Black, French, German, Greek, Scotch-Irish, Jewish, and First American

CURRICULUM MATERIALS DEVELOPMENT: A teacher writing team developed a 296-page syllabus entitled, *The Ethnic History of South Carolina*, which is to be used by eighth grade social studies teachers to integrate the contribution of ethnic groups into the eighth grade history curriculum.

DISSEMINATION: Distribution has been made of 90 copies to all the eighth grade teachers in Charleston County. The project director has received inquiries about the project from national ethnic organizations such as the NAACP and feels that these organizations represent a potential channel for dissemination.

TRAINING: The project provided one full day of in-service training for the 90 teachers of eighth grade social studies in Charleston County. The training included ethnicity, content about specific ethnic groups, and classroom use of the syllabus. The trainers included ethnic leaders and specialists and developers of the syllabus.

ETHNIC INVOLVEMENT: The advisory committee was extremely helpful in providing access to material about ethnic groups. Moreover, sub-advisory groups were formed to review the developing materials and make suggestions to the project. Members of ethnic groups were also involved in the training of the 90 Charleston teachers.

USE OF OUTCOMES AND IMPACT: The syllabus is being used by 95 eighth grade social studies teachers in Charleston County. During the 1976-77 school year, this project will influence the educational experience of approximately 5,000 students.

The Charleston County School District is developing a comprehensive audiovisual package to be used with the syllabus.

FIELD TESTING: The syllabus was field tested during the 1975-76 school year.

(S-10)

RECIPIENT OF GRANT: Children's Museum, Boston, Massachusetts

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Discovery Project

ETHNIC FOCUS: Omniethnic

CURRICULUM MATERIALS DEVELOPMENT: A compilation of imaginative activities and projects related to self-identification, family history, food, community, and special ethnic projects was created by four museum staff members in collaboration with four non-museum participants with diverse ethnic backgrounds.

DISSEMINATION: This project has received hundreds of requests for materials but the materials will not be disseminated until they are further developed. The Children's Museum is hoping to obtain state aid to carry on this work.

TRAINING: Approximately 55 teachers participated in workshops and seminars sponsored by this project. These programs introduced their participants to the philosophy and materials of *Ethnic Discovery*, emphasizing techniques for exploring and sharing personal ethnic and cultural background; assessing the accuracy of first impressions of other people; developing functional definitions for terms such as ethnic heritage, ethnicity, and race; investigating neighborhoods from an ethnic point of view; and using food as a focus for cross-cultural learning.

ETHNIC INVOLVEMENT: The personal ethnic experiences of the project participants were actually the raw materials from which the *Ethnic Discovery* activities were developed. In its early stages, project development concentrated on discussions among the museum and non-museum participants—an ethnically diverse group—concerning the impact on their own lives and growth of "national origin," "ethnic heritage," "cultural experience," "race," and "ethnicity." They attempted to deal with the abstractness of these terms by naming and bringing to development sessions tangible objects that might help give the terms concrete meanings. As an example, one participant, of part-Russian ancestry, brought in an heirloom samovar, the actual use of which she had to

learn, via telephone, from her father. The samovar became a point of departure for her looking into and telling others about her national origins. Another participant offered his mother's hot iron and straightening comb as evidence of his Afro-American ethnic heritage and cultural experience.

From the discussion sessions, key areas of importance emerged with respect to the participants' personal insight about ethnicity, heritage, national origins, and so on: names; family history, including migrations to and around the United States; food preparation, traditions, and rituals; personal encounters with ethnic stereotyping; and religious belief and practice. Significantly, while investigating their ethnic past and its present-day influences on their lives, project participants began to amass relevant source materials, including family artifacts and documents. Their growing collections became the raw material for activities through which their discoveries were shared.

USE OF OUTCOMES AND IMPACT: The *Ethnic Discovery* materials are being used by teachers in eight classrooms in Boston and Framingham, and in the development of a multiethnic, magnet program for a Boston elementary school under the federal court order for desegregation.

If the materials become available in quantity, they can be used by people of any age in any community to discover and share both personal and community ethnicity through concrete, enjoyable, and stimulating activities.

FIELD TESTING: During the development process which has not yet been completed, the activities and materials have been constantly evaluated and revised.

In the spring of 1975, 20 children from various Boston schools participated in a tryout of the *Ethnic Discovery* materials. The group encompassed a wide variety of ethnic and cultural backgrounds, including Afro-American, Puerto Rican, Honduran, Chinese, and Irish Catholic.

(S-11)

RECIPIENT OF GRANT: City College of the City University of New York, CUNY Research Foundation

AMOUNT OF GRANT:

NAME OF PROJECT: Curriculum Development Program in Comparative Ethnicity

ETHNIC FOCUS: Asian, Black, Puerto Rican, and Slavic

CURRICULUM MATERIALS DEVELOPMENT: The faculty of the ethnic studies departments of CUNY developed the following materials for use in higher education:

- Annotated bibliographies on Asian Americans, Puerto Ricans, and Slavic Americans
- A paper entitled, "Hegemonic Ethnicity: The Black Response to a Culture of Racialism"
- Annotated bibliography in the social sciences and ethnicity organized by subjects and ethnic groups.

DISSEMINATION: The materials are now in manuscript form; if funds can be obtained for printing them, they will be distributed at cost. Through a conference which will be held during the spring of 1976, others in the university system will become aware of the availability of these materials.

ETHNIC INVOLVEMENT: The principal researchers for the bibliographies and other materials were members of the respective ethnic groups covered in the materials. The project director, however, reported that it was difficult to make use of the advisory council; he does not feel that a community advisory council is relevant to research at the university level.

USE OF OUTCOMES AND IMPACT: The materials developed by this project are being used by CUNY instructors who are teaching ethnic studies courses.

CUNY is continuing to maintain a Curriculum Development Program in Comparative Ethnicity.

(S-12)

RECIPIENT OF GRANT: Cleveland Public Schools

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Heritage Studies Development Program

ETHNIC FOCUS: Multiethnic with emphasis on the 35 ethnic groups in the greater Cleveland area.

CURRICULUM MATERIALS DEVELOPMENT: Curriculum materials for grades K-12 were developed by curriculum writers under the direction of the curriculum director of the Cleveland Board of Education.

Monographs on the ethnic communities were prepared by teams of researchers selected directly by the ethnic community with the approval of the research director. The products developed included:

14 multiethnic curriculum resource units
2 filmstrips with tape.
1 poster package
20 monographs of 200 pages each on Cleveland's 20 most populous ethnic communities (in manuscript.)

The strength of a universal conceptual approach allows students to learn specific concepts that can be used and continually developed at different levels of sophistication and subjects areas. Through the use of the decision-making process in some of the units, students not only learn some informational content, but are also helped to clarify their cognitive and affective development.

The major weakness of this approach is that it limits the amount of cognitive data for each ethnic group. Also, because this is a multiethnic project and there are 60 ethnic groups in the greater Cleveland area, it was impossible to identify and treat each one in a comprehensive manner. Units are *resource* units. By definition, therefore, they were intended to be *educational supplements*, not textbooks.

DISSEMINATION: A total of 1,000 packages were distributed as follows:

142 to in-service training participants
42 to advisory council members (1 package to each member)
40 to school systems in Cuyahoga County (1 package to each school system)
75 to the Catholic Board of Education.

TRAINING: A ten-week graduate course on teaching ethnic studies was given by Cleveland State University. A total of 142 teachers participated and received two hours graduate credit; this grant included the cost of their tuition and all materials required for the course. One-half of the course was devoted to informational data and the theory of ethnicity in the greater Cleveland area; the other half presented methodology and teaching strategies.

ETHNIC INVOLVEMENT: An advisory board directed and advised throughout the development of the project. Consultants from ethnic communities provided expertise in the development of the curriculum units. A special advisory board task force on curriculum review studied each publication for general authenticity and educational soundness. The monographs on specific ethnic groups were developed exclusively by ethnic community specialists.

USE OF OUTCOMES AND IMPACT: The curriculum materials are being used in over 30 schools in Cuyahoga County. More Cleveland schools now have ethnic heritage days and festivals. Some high schools are developing elective courses on ethnicity.

FIELD TESTING: Eight of the curriculum units were field tested in the spring of 1975 and the results of the field test were incorporated into the published versions.

EVALUATION: This project was evaluated by Margaret Fleming, director of Research and Development, Cleveland public schools.

(S-13)

RECIPIENT OF GRANT: Cuba, New Mexico, Independent Schools

AMOUNT OF GRANT:

NAME OF PROJECT: Cuba Schools Ethnic Heritage Project

ETHNIC FOCUS: Chicano, Navajo

CURRICULUM MATERIALS DEVELOPMENT: After staff from station KMNE-TV in Albuquerque helped train Cuba high school students in videotaping techniques, the students wrote and produced a

series of videotape documentaries. The purpose of these documentaries is to record, share, and preserve precious aspects of Chicano and Navajo culture that are becoming increasingly rare. Five 30-minute tapes have been completed and there is enough material on film and tape for a dozen or 50 additional programs.

DISSEMINATION: These tapes are being used in the Cuba public schools and are being exchanged with a number of neighboring school districts. Other users have included a Title I Migrant Program and a student leadership program. Some of the videotaped material has also been broadcast over an educational satellite system to 56 sites in the Rocky Mountain area.

TRAINING: Project staff have provided and are continuing to provide technical production assistance to teachers on an informal basis.

ETHNIC INVOLVEMENT: The advisory council participated in the selection of the cultural elements for the videotape programs and helped provide access to cultural resources. They also reviewed the programs as they were being developed.

USE OF OUTCOMES AND IMPACT: These videotapes are being used by the Cuba schools, neighboring school district, a migrant program and a student leadership program. They are also being used in Navajo chapter houses. (A chapter house is a local seat of Navajo government, roughly analagous to a county seat.)

The Cuba schools are continuing to develop student-produced videotape material depicting the Chicano and Navajo culture of the area. They are developing a library of hundreds of tapes.

Some of the high school students who received audiovisual training under the Title IX grant are now working on a project sponsored by the New Mexico Arts Commission to produce educational cartoons to be used in elementary classfoom instruction.

The University of New Mexico was so impressed with this project that the possibility of offering a teacher education course in field and classroom methods for developing tricultural materials is being explored.

(S-14)

RECIPIENT OF GRANT: Dilenowisco Educational Cooperative

AMOUNT OF GRANT:

NAME OF PROJECT: An Ethnic Heritage Studies Program for Five School Divisions in Appalachia, Virginia

ETHNIC FOCUS: The culture of Central Appalachia

CURRICULUM MATERIALS DEVELOPMENT: The project staff spent two months in the schools of southwest Virginia, asking children what was important to them and what they wanted to learn.

Following this procedure, staff members of the advisory council and others extremely knowledgeable about Appalachian culture developed these curriculum materials for use in grades 7 to 9: *Appalachian Folklore, Appalachian Music, Appalachian Sociology, Early Oral History of Southwest Virginia, Natural History of Southwest Virginia,* and *The Use of Herbs.*

DISSEMINATION: The curriculum guides, materials, and resources gathered and developed by this project are to be disseminated principally by the Media Center of the Dilenowisco Educational Cooperative (DEC). This media center contains the books, tapes, records, films, and photographic resources pertaining to the program and will be available to 73 schools within the DEC five district area. These 73 schools have an enrollment of approximately 25,000 students.

Materials and curriculum packets are cataloged in the ethnic heritage libarary of DEC and are available to teachers upon request. Materials are delivered to the schools by regularly scheduled vans operated by DEC. The materials will be available, at the cost of reproduction and dissemination, to other institutions and distributors upon request to the Dilenowisco Educational Cooperative.

TRAINING: The project sponsored a five-week workshop in the use of the materials it developed. Approximately 22 teachers and 51 others attended the workshop at Clinch Valley College and earned college credits for their participation.

ETHNIC INVOLVEMENT: Almost everyone involved in every phase of the project was Appalachian. The advisory council was very active.

USE OF OUTCOMES AND IMPACT: Through the contacts of the project staff and the dissemination

channels of the Dilenowisco Education Cooperative, the project has a potential outreach to more than 25,000 Appalachian school children.

FIELD TESTING: The curriculum materials were field tested in the Dilenowisco Agency area of Central Appalachia. On the basis of the feedback given directly to the project staff by the students and their teachers, revisions were made in the final version of the curriculum materials.

EVALUATION: In conjunction with the project, a Regional Ethnic Diversity Test was prepared and is administered to students in the Dilenowisco Agency area. This testing is being conducted by Alan Bohache of Madison College.

(S-15)

RECIPIENT OF GRANT: Duquesne University Tamburitzans Institute of Folk Arts

AMOUNT OF GRANT:

NAME OF PROJECT: Development of a Croatian Ethnic Heritage Studies Kit

ETHNIC FOCUS: Croatian

CURRICULUM MATERIALS DEVELOPMENT: The project developed nine units dealing with Croatian songs, dances, customs, cultural history, musical instruments, and so on. Each unit includes a booklet which is complemented either by recordings, tapes, or filmstrips. There are four filmstrips, three cassette recordings, and three long playing recordings. In addition, there is a Teacher's Manual which explains how to use the kits and covers in greater detail the background of Croatian culture, and specific study units.

DISSEMINATION: One hundred kits were produced and distrubuted to schools, educational agencies, and other interested organizations. (Only four kits are left.) The Croatian Fraternal Union is considering the possibility of underwriting the production of new sets. Teachers from schools in Florida, Texas, California, and Minnesota have expressed a desire for the materials developed by this project; The Duquesne University Tamburitzans Institue of Folk Arts intends to facilitate distribution of the materials. Distribution has also been discussed with the Pittsburgh school community, the Pittsburgh Board of Education and the Pennsylvania State Department of Education.

TRAINING: The materials developed by the project have been used extensively with teachers at various workshops: 130 social studies teachers attended one-day workshops on the use of the materials; 150 music teachers were exposed to some units during a one-day workshop in the fall. On another occasion a one-day workshop was held for teachers and Saturday School representatives and a group of 40 fourth and fifth grade students participated in a demonstration on how to use the kit in elementary schools.

ETHNIC INVOLVEMENT: Many members of the advisory council lost interest in the project because it dealt with only one ethnic group. The Croatian members of the council, however, became deeply involved in all phases of the project and offered valuable suggestions and critiques. These members were so pleased with the kit that they promised to find ways to publish it.

USE OF OUTCOMES AND IMPACT: The kit may be used in social studies, in fine arts, and in other study areas. The material is geared to primary grade children (1-6) although the producers were thinking mainly of fifth graders. But the kit has been useful at secondary levels in world civilization courses. It proved to be a good resource in teacher workshops and college programs. Scounts, Y's, and community groups have also used the kits for enrichment programs.

These materials represent the strongest living traditions of Croatians in the United States; neither exotic nor nostalgic, they express the most valuable customs and traditions in the daily lives of Croatian Americans. The materials developed by the project should interest elementary school children whether or not they are familiar with Croatian culture.

FIELD TESTING: There was no formal field testing of draft materials. But demonstrations of the kits were given for all fourth and fifth graders in the Pittsburgh schools (20,000 students). These youngsters were bused to Carnegie Hall through the financial support of First Stage, a civic organization fostering "support programs of public schools for upgrading and enriching existing curricula." Because these demonstrations provided an opportunity for the

Duquesne University Tamburitzans Institute of Folk Art to observe the reactions of young children to various presentations of Croatian folk arts, they were felt to be extremely valuable. Other demonstrations were made to smaller groups of children at the Center or in their respective schools. Many community organizations such as YMCA's Girl Scouts, Boy Scouts, and church affiliated groups were invited to visit the Tamburitzan Cultural Center. These visits featured informal presentations of the many aspects of Croatian culture.

(S-16)

RECIPIENT OF GRANT: Florida State University

AMOUNT OF GRANT:

NAME OF PROJECT: A Project in Multicultural Learning: Greek American Contributions to American Society

ETHNIC FOCUS: Greek American

CURRICULUM MATERIALS DEVELOPMENT: The materials for the projects were produced primarily by Greek American graduate students and by Greek American professors working at Florida State University under the direction of the project director, himself Greek American and professor of education at the University. Instructional units covering a variety of topics were indivdually produced in stages by the staff. These stages included (1) a draft outline of the unit contents; (2) staff review of the outline; (3) construction of the unit using an inquiry approach; (4) staff review of the unit; (5) altering and completing the unit; (6) professional editing; and (7) field testing.

The involvement of Greek Americans in the writing of the product enabled the staff to add cultural insights such as personal and family experiences to the units that could not have been found in books and magazines and that gave added dimension to the development of the units. Another strength was the stage-by-stage growth of each unit which made corrections and additions possible before the final product was complete.

The major weakness of the development process was the limited time available for each phase that is developing, field testing, training, and disseminating. It was decided to concentrate on development. To complete the materials grant extensions were sought until December 31, 1975.

DISSEMINATION: The director and the staff of the project attended four national and international conferences and meetings during which they displayed and distributed samples of the instructional units produced by the project.

Articles describing the project, its objectives, and listing its address appeared in state, national, and Greek American newspapers. As a result, the project was contacted by other organizations and institutions (about 30 to 40) which are working on different phases of ethnic studies programs.

The interest of the Greek Archdiocese in New York in publishing the materials would facilitate their future dissemination to educational systems. Published materials would be easier to obtain than the individual units now sent to schools requesting the product. When grant money is exhausted, these units will no longer be available.

TRAINING: Personnel training was primarily directed toward the graduate students and staff involved in the development of the instructional units. These units utilized the inquiry approach to learning; the staff received briefing and training in this process through meetings with the project director. Samples of other instructional units employing the inquiry method were examined. Positive and negative aspects of the method were discussed and analyzed. The staff worked on sample units in order to become familiar with the specific concepts and skills to be used in the instructional units they would produce.

Teacher training was occasional in undergraduate and graduate classes at Florida State University. According to the project director the units are self-directive, providing the teacher with all the material needed to teach the unit successfully. Bibliographic sources are included so that teachers who need more information before beginning a unit can obtain it.

ETHNIC INVOLVEMENT: The project attempts to involve a broad range of Greek American and other ethnic groups. The advisory committee for the project was composed of several Greek Americans in the professions and representatives of other ethnic groups who were able to recommend a variety of sources that were helpful in the development of the instructional units. Moreover, the staff that developed the

instructional units was Greek American. Other Greek American teachers and Greek American students were involved when possible. Evelyn Ploumis, a Greek American teacher in West Palm Beach, Florida, taught several of the instructional units in her classes. Greek American students of junior and senior high school age were part of an AHEPA (American Hellenic Educational Progressive Association) program. During the summer of 1975 they participated in classes where the project's instructional units were used. Finally, a Greek bilingual school in Chicago was used for field testing purposes to determine the results in an ethnic setting. The Greek Archdiocese of North and South America is interested in the publication of the materials in both Greek and English.

USE OF OUTCOMES AND IMPACT: The material developed by the project will be used in classroom settings by teachers who have access to them. The possible reproduction of the materials by the Greek Archdiocese of New York will make such classroom use possible for many teachers. If that proposal is not realized, other sources of publication will be contacted until the project materials are made available.

The instructional units will be used by teachers in their present form, or will be adapted and developed to meet classroom needs. The products may also serve as reference materials for other ethnic studies groups.

As interest in ethnic studies increases throughout the country, the products of this project could serve as a springboard from which future projects might be developed.

The greatest impact of the project, as revealed through field testing data, has been an increased interest in Greek American and general ethnic studies by educational institutions and students, many of whom had never encountered ethnic studies from the point of view presented by this project. Consequently, students were challenged and intrigued by this approach to learning about Greek Americans.

FIELD TESTING: The instructional units produced by the project were field tested in various locations through the country.

Although several organizations were still in the process of field testing in late 1975 and were unable to provide complete results, evaluations received from some settings have been reviewed. Elements of the instructional units which were found to be too difficult or of little value were changed or eliminated in order to improve the material. Additional background information was added if it was shown that more information was needed for the teacher to feel confident in using the material.

Several strengths of the kind of field testing used were cited by the project director. The materials were field tested in actual classroom settings and in various locations, in which different age levels, ability levels, and ethnic groups were utilized. Also, field testing was carried out over an extended period of time and at different stages of development. Consequently, the early field testing enabled the staff to make changes as the field testing continued.

The deficiencies in field testing were the result of the volume of materials produced by the project; it was impossible for any teacher to test all of the units. In a normal teaching situation, teachers will be able to integrate the project's instructional units into their own curricula. Field testing was also restricted by time limitations which in turn reduced the number of units that could be tested.

(S-17)

RECIPIENT OF GRANT: Frederick Douglass Museum of African Art

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Heritage Studies Program with a Emphasis on the Afro-American Heritage

ETHNIC FOCUS: Afro-American

CURRICULUM MATERIALS DEVELOPMENT: Utilizing the museum's Eliot Elifoson's Memorial Archives of photographic materials, project staff developed the following materials for use with secondary students:

Tribute to Africa 13 minute, 16-mm film

Four slide shows on African religion, architecture, nation building (Nigeria and Zaire), and craftsmen

Activity box with 15 large poster photographs corresponding to 15 social studies subject areas (history, natural resources, transportation, etc.)

Thirty sets of 69 small photographs that students can match to the 15 subject areas

A teacher's manual containing the printed narrative of the slides and giving suggested teaching approaches, glossaries, and bibliographies.

DISSEMINATION: The Museum is working with the District of Columbia public schools in the development of a rental program under which the materials developed by this project can be distributed to District high schools.

TRAINING: Three half-day workshops were given for eight District teachers. The workshops focused on effective use of the curriculum materials produced by the project.

ETHNIC INVOLVEMENT: The majority of the developers of the materials were Afro-American. The advisory council reviewed the materials at critical stages of their development.

USE OF OUTCOMES AND IMPACT: These materials are being incorporated into the museum's educational program and will probably be used by the District of Columbia public schools.

Under a grant from the National Endowment for the Arts, the museum is adapting these materials for elementary school.

FIELD TESTING: The materials were field tested with a group of students from seven or eight area high schools. A portion of the teacher workshops and several advisory council meeting were devoted to recommendations for revising the materials. The feedback from students, teachers, and advisory council members were incorporated into the final version of the material.

(S-18)

RECIPIENT OF GRANT: Gustavus Adolphus College

AMOUNT OF GRANT:

NAME OF PROJECT: Expanded Program in Scandinavian Studies

ETHNIC FOCUS: Danish, Finnish, Icelandic, Norwegian, and Swedish

CURRICULUM MATERIALS DEVELOPMENT: This project generated two college level courses during the year that emphasized Scandinavian emigration and immigration. The goals of the courses were to familiarize the students with the background of Swedish, Norwegian, Danish, Icelandic, and Finnish emigration, immigration, and settlement, to sensitize students to their own ethnic backgrounds, and to involve them in intensive independent research projects. One student's project was the development of a secondary curriculum unit based on the novels of Moberg and O. Rolvaag.

Resources Guides: The project is still collecting data from all churches in Minnesota that grew from Swedish, Norwegian, Danish, Finnish, and Icelandic roots; from county and local historical societies; from museums (public and private); and from libraries. All of this information is being catalogued and a printed resource guide will be eventually produced.

Bibliographies: Extensive bibliographies have been collected concerning each of the Scandinavian groups. Emphasis has been on sources related to Minnesota, but general emigration and immigration materials as well are covered. The bibliographies include English and foreign language materials and represent the holdings of major organizations and institutions in the state.

Historical Outline Pamphlets: Pamphlets outlining the reasons for emigration, the reasons for immigration, settlement in Minnesota, and the development of the immigrant community are being written for the Swedes, Norwegians, and Danes. The Swedish pamphlet will be a book published in cooperation with the Minnesota American Swedish Bicentennial Council. It will include chapters by some of the foremost scholars in Minnesota and is scheduled for early 1976. The Norwegian pamphlet is written by a summer research assistant and will be completed in August 1976. Distribution methods will be the same as for the other materials.

Maps: A large collection of maps was compiled over the course of the year. Some of these have been drawn from available sources, such as those of the Swedish geographer, Helge Nelson. Others are the original work of the project. Transparency copies and slides have been made of each map so that they can be used in classrooms with a variety of projection devises.

Slides: A collection of over 400 slides, concentrating on what remains of the Scandinavian communities in Minnesota, has been gathered.

Tapes and Records: The project currently has 48 history tapes and the lectures delivered during the spring semester Scandinavian Emigration-Immigration course. Most of the oral history tapes are in English, but there are some Swedish and Norwegian language sections. In addition, some tapes of Scandinavian

American music have been gathered. All the tapes will be cataloged according to the College library's system and will be housed there.

DISSEMINATION: Copies of course outlines are being sent upon request. The resource guides will be distributed to the relevant institutions and organizations in Minnesota and to the Education Research Information Center as well as to Ethnic Heritage Studies projects which request them. The bibliographies and pamphlets will be distributed throughout Minnesota and filed with ERIC.

TRAINING: Several students who took the college courses were preparing to teach and are now high school teachers.

ETHNIC INVOLVEMENT: The project directors and many of the students were Scandinavian American. The project directors would have liked the participation of the advisory council to be more enthusiastic and extensive.

USE OF OUTCOMES AND IMPACT: The materials developed by this project will be used by scholars, students, and other interested in the Scandinavian experience.

Gustavus students are continuing independent work in Scandinavian studies. The project hopes that it will be able to continue operation under support from new, outside sources. A two-term sequence course in Scandinavian history was offered during the 1975-76 academic year. It is hoped this will then become a regular course. Also, a year-long seminar in Scandianvian immigration culture is planned. In addition, a January term course, "Sweden: Emigrant Nation Turned Immigrant Nation," was offered in 1976. It would be desirable to have the research and resource material gathering efforts of the project continued and the hope is that Gustavus can become a Center for Swedish immigration history and culture studies.

The project created a nucleus for a permanent library center of Scandinavian studies.

(S-19)

RECIPIENT OF GRANT: Harvard University

AMOUNT OF GRANT:

NAME OF PROJECT: Harvard Ethnic Encyclopedia, Stage 1

ETHNIC FOCUS: Multiethnic

MATERIAL DEVELOPMENT: This project carried out Phase I of the preparation of the Harvard Ethnic Encyclopedia, a feasibility study. The focus of the project was a small conference held November 1974 of leading scholars in the field of ethnic studies. Before the conference, project staff prepared an extensive analysis of the issues involved: the concept of ethnicity, its relationship to other social phenomena and, more specifically, considerations that would be involved in the preparation of the encyclopedia.

A draft catalog of ethnic groups and a preliminary bibliography were also prepared prior to the conference.

DISSEMINATION: There will be no dissemination until the encyclopedia is prepared and published. Applications for funds to carry out preparations for the encyclopedia have been submitted to the National Endowment for the Humanities and to the Rockefeller Foundation.

TRAINING: This project sponsored a one-day workshop for approximately 25 teachers. The morning session was devoted to a panel discussion of the issues of ethnicity for public education. A review of curriculum objectives, methods, and materials, and the proposed format of the encyclopedia were presented in the afternoon.

ETHNIC INVOLVEMENT: In preparing for the November 1974 conference and in the development of the draft catalog of ethnic groups and the preliminary bibliography, the project staff consulted an advisory council of 80 members outside Harvard as well as an advisory group within the University, which included about ten members. The staff remains in active communication with both groups.

USE OF OUTCOMES AND IMPACT: The feasibility study has determined the directions in which the compilation of the encyclopedia will move.

The project director feels that this project has helped expand the concept of ethnicity (the draft catalog included 109 different ethnic groups) and that the provocative discussion which grew out of the effort to define ethnicity will prove helpful to numerous scholars, writers, and educators in the field of ethnic studies.

(S-20)

RECIPIENT OF GRANT: Indiana University Foundation, Indiana University at South Bend

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Heritage Study Program

ETHNIC FOCUS: Afro-American, Italian American, Mexican American, and Hungarian American

CURRICULUM MATERIALS DEVELOPMENT: Graduate students and project staff gathered data from libraries, ethnic group persons, and other sources. From this data five booklets (one on each ethnic group which was a focus of the project), a resource guide, and a bibliography were developed.

Although very thorough materials were developed and interest was stimulated among many ethnic groups, the materials do not include classroom strategies or learning objectives.

DISSEMINATION: The project received 75 requests for materials. Approximately 1,000 copies of the products were printed and sent to all project participants, agencies, and institutions requesting copies. Based on requests and projected use, approximately 1,000 additional copies are needed. School districts, libraries, churches, and the Indiana State Department of Education have expressed interest in using the materials. There is no money, however, for further printing and distribution. There has been some local newspaper and television coverage of the project.

TRAINING: The project staff trained teachers and school administrators through the South Bend Educational Cooperative. For the most part, those trained came from the staffs of one high school and one junior high school. Five or six ethnic leaders were also trained. The focus of the training was largely cognitive for understanding the ethnic experience, but human relations goals and techniques were also used to develop sensitivities to the ethnic groups involved. One hundred persons, who spent approximately 90 hours being trained, received six hours graduate credit from the University at South Bend.

ETHNIC INVOLVEMENT: Ethnic groups and their members provided the data for the products and served on the advisory council.

USE OF OUTCOMES AND IMPACT: Materials produced by this project are being used by local school systems, libraries, ethnic groups, and a variety of other institutions. The training program developed by the project is being continued by the university.

As a result of the project, teachers in Indiana will continue to receive training in ethnic experiences and human relations.

(S-21)

RECIPIENT OF GRANT: Japanese American Citizens League

AMOUNT OF GRANT:

NAME OF PROJECT: Contributions of Japanese Americans to American Life: Curriculum Development Program

ETHNIC FOCUS: Japanese Americans in the United States

CURRICULUM MATERIALS DEVELOPMENT: *The Experience of Japanese Americans in the United States: A Teacher Resource Manual* was developed by means of research carried out by the project director and a staff assistant, and discussion involving members of the advisory council, national officers of the JACL, and seven special consultants. Most members of the advisory council, and three of the consultants, were Japanese Americans; nearly all were experienced in education. The format of the manual evolved as these groups of Japanese Americans and their advisers and consultants considered the unique aspects of this ethnic group's experience, the account of history that must be presented, the quality of old-country culture and American adaptations, and the traumatic nature of the World War II evacuation. There was no field testing, but 225 copies of the draft were sent to JACL and other reviewers for their suggestions and comments before the manual was published.

Consultants represented several areas of expertise and points of view. The advisory council met twice in lengthy sessions. There was considerable participation in decisions about the project and the format and contents of the manual. Because so many were professional educators, the type of material and teaching tools included in the text are practical and usable.

The project director encountered dissension in the advisory council and had to spend much time in

moving the group beyond polarization. The staff assistant proved to be incompetent and had to be discharged, leaving the director to finish the task alone. At the end of the project, the director left the JACL staff and there apparently was no one present to use the manuals in stock after initial distribution was made, or to coordinate training activities based on their use.

DISSEMINATION: Four thousand copies of the resource manual, *The Experience of Japanese Americans in the United States* were printed. Fifteen hundred copies were mailed in the fall of 1975 to chapters and individuals within the Japanese American Citizens League as well as to a list of educators and others who had expressed interest or were considered influential. The remainder, about 2,500 copies, are at the headquarters of the JACL in San Francisco. Some may be used at training sessions during 1975-76, but the project director is concerned that there is no one now on the JACL staff to plan or supervise training or the further dissemination of the manual.

TRAINING: During 1974-75, the grant period, there was no training. The grant application included a series of training activities for teachers and others during 1975-76, but in the absence of a staff person to plan and supervise such activities, it is not known what will be done.

ETHNIC INVOLVEMENT: With a few exceptions (special consultants and advisory council members), all participants in this project were Japanese American and were affiliated with the JACL.

USE OF OUTCOMES AND IMPACT: It seems very likely that members and officers of the JACL will make repeated use of the insights reflected in the manual. Others who read it and apply its suggestions will be able to develop further ethnic heritage and multicultural program concepts and methods. Other ethnic organizations could use it as a model for producing similar manuals.

If the California State Department of Education is funded to continue the California Ethnic Heritage Studies program, by bicentennial or other sources, the JACL teacher resource manual will be one of the materials used, and a request will be made for a supply of copies.

As the JACL is a national organization, it appears that being provided with such a text it will now be able to consolidate its efforts in the field of elementary and secondary education and speak with one voice on the experience of this ethnic group. It remains to be seen whether the manual will be accepted by the organization and its members in this spirit, and whether it will be allowed to have such impact. Outside the JACL, it appears that problems of dissemination and training will have to be resolved before the manual has wide impact in the field of education.

(S-22)

JOINT RECIPIENTS OF GRANT: Kings College and University of Scranton

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Minorities in Northeastern Pennsylvania

ETHNIC FOCUS: Black, Byzantine, German, Irish, Jewish, Lebanese, Lithuanian, Polish, Slovak, Ukranian, Welsh, and others

CURRICULUM MATERIALS DEVELOPMENT: This project developed a manual in which are compiled 25 articles and scholarly papers. Entitled *Ethnic Heritage Studies Papers of the Institute at Kings College 1975;* the manual can be used by elementary and secondary teachers as well as by college and university students and community groups.

DISSEMINATION: The manual is being distributed free upon request. Efforts are being made to obtain a limited copyright and to interest a commercial publisher. The contents of the manual will be disseminated through the Pennsylvania schools as the schools incorporate the content into their curricula.

TRAINING: Under the direction of Dr. Clement L. Valletta, Kings College conducted a two-week summer institute for 31 participants, most of whom were high school teachers. Elementary teachers, counselors, nursing instructors, reading specialists, clergymen, and community leaders also attended. The purposes of the institute were to provide in-service training in ethnic heritage studies to educators and to field test the manual with teachers.

ETHNIC INVOLVEMENT: Eleven ethnic groups were involved in the project. Some groups were very

involved on the advisory board. From others came contributors such as college professors, nationally known writers, ethnic community leaders, and others who participated in the development of the manual.

USE OF OUTCOMES AND IMPACT: Fifteen Kings College students are now using the manual in a new course offered by the history department (American Ethnic History). The college also approved a new course in world literature (Ethnic American Literature) which will use this manual for reference material. The Pennsylvania State Public Education Department in Harrisburg will adopt the manual as a teacher's guide in ethnic studies beginning with the second half of the 1975-76 school year. Twenty-five school districts from Pennsylvania which at present are reviewing and developing new intermediate level curricula will be using this manual for topics related to ethnic heritage studies. The Pennsylvania state legislature is strongly recommending Ethnic Heritage Studies in curriculum program from K-12.

After the summer institute, a number of schools developed their own ethnic studies units by using the manual as a resource. Dr. Valletta's office is inundated with requests for materials from students and community leaders. The manual seems to be serving as a catalyst and source of ideas for projects and new curriculum units.

When Dr. Valleta notified the public about the summer institute a number of people were hostile to the program and expressed the fear that it might further divide ethnic and racial groups. In the community today there is a genuine interest in ethnicity and those who were hostile are now more disposed to discuss the objectives of ethnic heritage studies. Students and educators who participated in the summer institute and those who are now attending classes in ethnic studies are broadening their perspectives and understanding of what America really is. Participants in these classes who might initially have looked at ethnicity with negative preconceptions became seriously involved in their own personal heritage and in the heritage of people living in their own communities.

FIELD TESTING: The manual is being field tested in courses at Kings College. The participants of the Kings College Summer Institute in Ethnic Heritage Studies are also field testing the manual with their classes and with community organizations. Based on the feedback from this field testing, revisions will be made in the manual.

(S-23)

RECIPIENT OF GRANT: Kirkword Community College, Cedar Rapids, Iowa

AMOUNT OF GRANT:

NAME OF PROJECT: General Ethnic Heritage and Specific Czech Heritage Curriculum Model Development

ETHNIC FOCUS: Czech

CURRICULUM MATERIALS DEVELOPMENT: A series of self-instructional and classroom learning modules on Czech language and culture were developed by a foreign language specialist (the project director), Czech language consultants, ethnic persons, specialists from other academic disciplines, and audiovisual specialists. The materials are in the form of Czech language lessons and audiovisual programs. They are designed to be used by junior high students.

DISSEMINATION: This project has received approximately 30 requests for its materials. The materials have been distributed to project participants, the advisory council, the community school district, and local communities. The cost of these materials will probably limit future dissemination.

TRAINING: Personnel training consisted of informal workshops for the staff and advisory subcommittees on curriculum development. The principal focus of the training was ethnic resources and ethnic experience content; language culture and skills were also included. Six to ten persons spent 200 to 250 hours being trained.

ETHNIC INVOLVEMENT: Ethnic involvement in the development of materials and training was positive and significant. The major ethnic groups involved were Western Fraternal Life and Czech Summer School.

USE OF OUTCOMES AND IMPACT: One school district is using the materials and the Iowa State Department of Education is interested in the model and the materials. As a result of this project, 18 new college courses are being offered at Kirkwood Community College.

This model for the study of language and culture could be adapted to the study of other ethnic groups.

FIELD TESTING: Some field testing was conducted in the spring of 1975, and the results of that experience have been incorporated into the curriculum materials. Further field testing and refinement were implemented during the 1975-76 school year.

(S-24)

RECIPIENT OF GRANT: Mankato State College, Minnesota

AMOUNT OF GRANT:

NAME OF PROJECT: A Model Program in Multiethnic Heritage Studies

ETHNIC FOCUS: Multiethnic

CURRICULUM MATERIALS DEVELOPMENT: Four courses dealing with multiethnicity and cultural pluralism have been developed at the university level for preservice and in-service teachers.

In addition to those courses, an introduction to Asian American studies which has been developed and approved by the University Curriculum Committee will be offered regularly; a mini-course on Asian Americans has also been created and is being offered. The Asian courses helped fill a vacuum in minority ethnic studies; courses on the cultures of the Black, Chicano, and First American had already been developed.

Curriculum specialists working with teachers from Mankato, St. Paul, and Blooming Prairie, Minnesota, drew on a variety of subject materials to develop 18 curriculum units for teachers to use with elementary, intermediate, and secondary students.

DISSEMINATION: The curriculum materials and course outlines are being distributed upon request.

TRAINING: One of the courses developed by this project is in education. About 60 teachers participated in an in-service course for which they received three credit hours. The focus of the course was multiethnic curriculum devevelopment. In addition, symposia, lectures, and public presentations were made regarding the role of multiple ethnicity in curriculum development; the project director reported that these meetings generated a great deal of interest in ethnicity and pulralism among educators in Minnesota.

ETHNIC INVOLVEMENT: The advisory council met frequently and participated in all major decisions. They provided liaison to community groups and reviewed the course outlines and curriculum materials.

USE OF OUTCOMES AND IMPACT: The five courses and mini-course developed by this project are being offered by the College during the 1975-76 school year. The curriculum materials are being used by the teachers who participated in developing them and will be available for use throughout their school systems.

Project staff has noticed a considerable easing of polarization between minority and majority ethnic groups among students, teachers, and people in the communities where the programs have been presented.

The ethnic heritage project at Mankato State has also been instrumental in:

Changing the English Department's Afro-American Literature course to a Multiethnic/Multicultural Literature course

Revising the Introduction to Afro-American Studies Course so that it would serve to accentuate experience while depicting the cross-cultural implications of a pluralistic society

Modifying the History and Culture of the Red, Black and Brown American course so as to include a Yellow (Asian American) perspective, and also to emphasize the multicultural viewpoint within a pluralistic society

Cooperating with Project HEED in supplementing the existing curriculum and in implementing the multiethnic/multicultural approach for preservice training for educators.

(S-25)

JOINT RECIPIENTS OF GRANT: National Education Association and New Jersey Education Association

AMOUNT OF GRANT:

NAME OF PROJECT: National Education Association/New Jersey Education Association Multiethnic/Racial Curriculum Development Program

ETHNIC FOCUS: Black American, Italian American, Japanese American, Jewish American, Mexican

American, First American, Polish American, and Puerto Rican

CURRICULUM MATERIALS DEVELOPMENT: *Roots of America: A Multiethnic Curriculum Resource Guide,* was developed through eight task forces, one representing each of the ethnic/racial groups of the project. Each task force consisted of one consultant (an academician with expertise in the specific ethnic or racial area), teachers, students (grades 7, 8, 9), and community persons representative of the ethnic and/or racial group under study. The *Guide* is proposed as a supplement to the ongoing 7, 8, and 9 social studies curriculum.

The *Guide* is divided into three parts: *Part I, The Multiethnic Dimension,* discusses rationale, organization, and instructional goals; *Part II, Ethnic Experiences,* presents eight American ethnic experiences; *Part III, Appendixes,* includes supplementary material.

The strength of the *Guide* is that it was developed by teachers for teachers in the classroom. Moreover, the organization of the *Guide* facilitates an interdisciplinary and interethnic approach to ethnic heritage studies.

Writing the individual ethnic units took much longer than was anticipated, and greater ethnic participation would have been desirable.

DISSEMINATION: The National Education Association received approximately 350 requests for the guide. Individuals and organizations submitting requests received copies of the guide. In addition to being distributed throughout the national and state leadership of both the National Education Association and the New Jersey Educational Association, it was also sent to the state commissioner or superintendent of education in each state, every public school system in New York and New Jersey, and to 500 other school systems in the 48 remaining states. Further dissemination included the sending of 23 copies to the *Boston Globe,* an advertisement in a National Education Association publication which reached 1.8 million educators, and distribution to the members of the House and Senate Education Committees.

TRAINING: During the project year, NJEA, in conjunction with four New Jersey colleges: William Patterson, Jersey City State College, Monmouth, and Rider College, held Ethnic Awareness workshops for the purposes of training public school teachers, teacher trainers, college faculties, and community groups in the area of ethnic studies and introducing the *Guide.* Combined attendance at the four workshops was 475 persons. The NEA has sponsored several regional training sessions and has conducted ethnic heritage sessions in conjunction with its annual convention in Los Angeles involving 1,600 people.

ETHNIC INVOLVEMENT: All of the teachers in the eight task forces were representative of the respective ethnic or racial groups. Cities were also chosen which were predominantly representative of the respective group under study. Moreover, the First American Task Force, Mexican American Task Force, NJEA Black Caucus, and the Migrant Workers Caucus were involved in development and dissemination.

USE OF OUTCOMES AND IMPACT: The *Guide* is to be used to supplement the on-going 7th, 8th, and 9th grade social studies curriculum throughout the United States. The *Guide,* if properly used, could become a major change catalyst for teachers across the country. Curriculum is traditionally developed in schools from the top down. This, in essence, is an example of the unified teaching profession (local, state, and national) working with students and community people in educational programming at the grassroots level.

(S-26)

RECIPIENT OF GRANT: New York State Education Department

AMOUNT OF GRANT:

NAME OF PROJECT: Italo-American Curriculum Studies

ETHNIC FOCUS: Italian American

CURRICULUM MATERIALS DEVELOPMENT: Using the Carrol Gardens Community in south Brooklyn and the Italian community (Pozallo in the Province of Ragusa) in southern Italy from which many Italians emigrated to the south Brooklyn community, this project developed a series of teaching and learning modules for grades 1 to 4, 6 to 8 and 10 to 12. The project also developed an article on the cultural sensitivities of Italian Americans.

DISSEMINATION: The materials produced by this project will be distributed through the regular dissemination channels of the New York State Department of Education.

ETHNIC INVOLVEMENT: The advisory council provided critical guidance about the content of the learning modules and reviewed them at key developmental stages. The article on Italian American sensitivity grew out of advisory council recommendations.

USE OF OUTCOMES AND IMPACT: The materials developed by the project will be used by teachers and students in the public schools of New York State. In the opinion of the project director, these materials can serve as models for studying and presenting the experiences of other ethnic groups.

The project presented ethnic studies from the speical perspective of personal experience.

FIELD TESTING: The materials produced by this project were field tested in urban, suburban, and rual New York schools during the spring of 1976.

EVALUATION: The learning modules are being evaluated by outside experts in various social studies disciplines.

(S-27)

RECIPIENT OF GRANT: New York State University College at Buffalo

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Heritage Curriculum Development Project

ETHNIC FOCUS: Jewish American, Italian American, Polish American, Puerto Rican, and Ukrainian American

CURRICULUM MATERIALS DEVELOPMENT: This project developed a unique data bank of ethnic studies materials that can be used in teaching various disciplines at secondary and college levels. The computerized guide allows individual planning by the teacher; it also allows the user to screen and select quickly the most appropriate resources (articles reports, strategies) related to a specific classroom activity.

DISSEMINATION: The Research and Development Complex of the State University College of Buffalo is sending the computerized data bank to any interested party for $12 per set. Yet this product is not being promoted or publicized. States which are now using the data bank on an experimental basis include New Jersey, Connecticut, South Dakota, Pennsylvania, and others. It is hoped that new funds will be made available for continuing and completing the project.

TRAINING: Two hundred educators received in-service training in the use of the computer based resource guide. Workshops were offered in eight locations throughout the state during the 1974 fall semester. All prospective users need some training in the use of the data bank, but future training sessions will require additional funds. The Freeport, Rhode Island, school system has hired the SUB-Buffalo team to help them develop a similar teacher resource project in Ethnic Heritage Studies.

ETHNIC INVOLVEMENT: After the curriculum writers completed their work, the draft of the computer based data bank was submitted to the advisory council for assistance to make the material unbiased, accurate, and relevant for the target audience. A number of changes recommended by the advisory council were incorporated into the data bank.

USE OF OUTCOMES AND IMPACT: Sixty schools are now using the computerized data bank and it has been purchased by a number of out-of-state schools. The state Office of Education is also interested in the data bank.

The concept of a data bank can be used by any school system or state, or by a teacher with one student or with an entire class. Most topics can be used nationwide although some sections would require revision to satisfy the needs of specific areas. The Freeport school system of Rhode Island is at present developing its own data bank under the guidance of the SUB-Buffalo team.

A very favorable reaction by teachers and students indicated to Dr. Kenneth Cross, director of the University's Research and Development Complex, that this is a valuable approach to human relations.

FIELD TESTING: The data bank was field tested through evaluation of the units by community representatives and later by teachers who used the materials and were most favorably impressed. No formal field testing was done by the University.

(S-28)

RECIPIENT OF GRANT: Rhode Island Department of Education

AMOUNT OF GRANT:

NAME OF PROJECT: The Ethnic Heritage Studies Program of Rhode Island

ETHNIC FOCUS: Multiethnic, with particular emphasis on the French, Italian, Portuguese, and Spanish

CURRICULUM MATERIALS DEVELOPMENT: The development of curriculum learning kits about the Portuguese American and Spanish American experiences was undertaken by the Providence public school system. A great deal of resource materials was gathered by a consultant hired by the Providence school system, but it was not developed into a form that could be used in classrooms. The resource materials were therefore turned over to Rhode Island College for incorporation into their 1975 Ethnic Heritage Middle School Curriculum Project.

University of Rhode Island language professors undertook to develop instructional language materials for secondary use. Translations were made of the French, Italian, Portuguese, and Spanish accounts of emmigrating to New England and were given to Rhode Island College for curriculum development. Because the curriculum development was not completed, the dissemination and training objectives could not be met. This project suffered from compartmentalization, personnel changes, and lack of sustained leadership. No one assumed the responsibility to see that all of the project's objectives were met. Some of the grant money was in fact refunded to the Office of Education.

FIELD TESTING: This grant supported the field testing of some multiethnic curriculum materials that had previously been produced by Rhode Island College. The feedback was very positive, and those materials were published and will be used throughout the Rhode Island schools.

(S-29)

RECIPIENT OF GRANT: Rutgers University

AMOUNT OF GRANT:

NAME OF PROJECT: Institute of Ethnic and Intercultural Education

ETHNIC FOCUS: Cuban, Hungarian, Japanese, and Russian

CURRICULUM MATERIALS DEVELOPMENT: The project undertook to develop reference units, teacher's manuals, and student packets for the four groups on which the project was focused. The Cuban materials were completed and reference units developed for the other groups. The materials were produced by the project staff and Rutgers students enrolled in ethnic studies courses.

DISSEMINATION: The completed materials are being circulated among the advisory council. There are no plans, however, for further dissemination. The project published a newsletter entitled *Mosaic;* ten issues of their newsletter were sent to approximately 1,000 people. The project also set up a resource center and publicized its existence among 2,000 people.

TRAINING: A total of 128 educators were enrolled in four ethnic studies courses at Rutgers during the 1974-75 school year. The focus of these three-hour courses was intercultural education. This project also sponsored two five-day teacher workshops in Illinois and Florida. These workshops, which also focused on intercultural education, were attended by a total of 45 teachers.

ETHNIC INVOLVEMENT: This project has a large (approximately 60 members) and active advisory council. Ethnic focus was to a great extent determined by a questionnaire designed to reveal the ethnic groups of significant size in New Jersey for which there was the greatest need of materials. The

advisory council helped design and administer the questionnaires and also acted as liaison to the resource people from the ethnic groups about which materials were produced. The materials were then reviewed by the advisory council. Help in selecting field testing sites was given by the advisory council.

Through its efforts, four hours of ethnic entertainment were provided during a three-day intercultural conference at Rutgers.

USE OF OUTCOMES AND IMPACT: There is a possibility that the materials produced by this project will be used in the Rutger's ethnic studies courses.

During the course of the project those involved realized the need to look beyond discrete ethnic studies to an emphasis on cross-cultural education. They also recognized that schools and communities should be involved in the development of multicultural curricula; out of this recognition grew a Title IX application for support for a statewide community action program. A grant to carry on the community action program was received by Rutgers.

FIELD TESTING: The reference units and student packets were field tested in four schools. Feedback was very positive and indicated that only minor changes in the materials were necessary.

EVALUATION: An external evaluation of this project was conducted by Alfred J. Morin of Washington, D. C.

(S-30)

RECIPIENT OF GRANT: Social Science Education Consortium, Boulder, Colorado

AMOUNT OF GRANT:

NAME OF PROJECT: Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials

ETHNIC FOCUS: Multiethnic

CURRICULUM MATERIALS DEVELOPMENT: *Ethnic Studies Materials Analysis Instrument* was developed by SSEC staff, and was reviewed and approved by numerous ethnic organizations and members of the program's National Advisory Council. Its purpose is to provide classroom teachers preparing curriculum for ethnic studies with an instrument for analyzing the educational soundness and accuracy of ethnic heritage content of materials. It was field tested with 12 classroom teachers and introduced to groups at various conferences before being revised for publication. The annotated bibliography, *Materials and Human Resources for Teaching Ethnic Studies,* was developed by SSEC staff throughout the period of the project. It required collection and identification of appropriate materials (1,149 items), their review and analysis or annotation. Materials were categorized as "curriculum materials," "student resource," or "teacher background." A local advisory council was consulted and so were more than 40 ethnic organizations, the National Advisory Council was also consulted. In addition to the bibliography, the resulting volume includes names and addresses of more than 90 persons and organizations that can provide services, and the names and addresses of the publishers of the materials. *Understanding You and Them: Tips for Teaching about Ethnicity in Precollege Social Studies* was written by several authors, one or more of them being responsible for each chapter. The teaching activities were field tested at several schools in Colorado. The SSEC staff provided coordination.

The developmental process was centralized in the staff of an existing agency which already had experience in similar tasks and had access to schools and educational leaders in the area of the social sciences. Advisory councils were made up of practitioners in the field, and members participated in the preparation and review of materials. Teachers were readily accessible for field testing and response.

Aside from the common problems of shortterm funding and hard-to-meet deadlines, no weakness in the development process was identified.

DISSEMINATION: All three products are being published by the SSEC and will become part of the agency's publications dissemination program. The SSEC provides facilitators and presenters for many educational seminars and conferences, has an extensive mailing list, and will use these and other channels for wide dissemination of the three products.

TRAINING: The 12 teachers who field tested the materials were trained in the process. With publication of the *Tips for Teaching,* the analysis instrument, and the bibliography, the SSEC staff will have aids for their training activities in many parts of the

country, and others will be able to make use of them in in-service and preservice training.

At educational meetings and conferences throughout the country, 450 teachers were trained in the use of the evaluation instrument.

ETHNIC INVOLVEMENT: This was a multiethnic project, with input from specialists and advisory council members of diverse ethnicity. More than 40 ethnic orgizaitions were contacted.

USE OF OUTCOMES AND IMPACT: Because of the central role of the social sciences in rationalizing and interpreting ethnic heritage studies, cultural pluralism, and multicultural education, these products and the approach utilized in developing them are likely to be among the most influential outcomes of the 1974-75 national ethnic heritage program.

The very extensive bibliography is important, and if the practical *Tips for Teaching* reaches its intended audience on a broad scale, it will have a major impact on classroom practices. The Teacher Corps has ordered 1,000 copies of the materials produced by this project.

FIELD TESTING: The teaching activities in *Tips for Teaching* were field tested at several schools in Colorado.

EVALUATION: Development of the materials involved a good deal of feedback, reviewing, and revising with participation by the advisory councils as well as staff. No formal evaluative activities were reported.

(S-31)

RECIPIENT OF GRANT: South Dakota Department of Education and Cultural Affairs

AMOUNT OF GRANT:

NAME OF PROJECT: Indian Ethnic Heritage Curriculum Development Project

ETHNIC FOCUS: Lakota/Dakota Plains Indians of South Dakota

CURRICULUM MATERIALS: The objectives for the project were developed through process planning. Topic selection was optional with each writer according to skills and expertise. The emphasis on social studies, however, was on the basis of need, from a survey conducted by the Equal Education Opportunity Program of the Division of Elementary and Secondary Education which indicated that a need existed for social studies materials in the grade levels of 5, 6, and 7. The need for tribal government material occurred at the senior high level, while, at the same time, teachers indicated that tribal government information should be offered as early as possible. Other topics were based on availability of resource information. Educator-parent teams from 12 school districts participated in the planning and development of the materials. The following materials were developed: *The Indians Speak for Themselves, Science—An Indian Perspective, Indian Memories, Quiet* (pictures tell the story of children in quiet activities, alone, and at play with others), *Government of the Indian People, Learning of the Indian People, Social Life of the Indian People,* and an annotated bibliography identifying existing Indian ethnic studies materials.

DISSEMINATION: This project has received approximately 500 requests for materials. Dissemination has been to the 12 South Dakota schools that participated in the development of the project, other 1974 Ethnic Heritage Studies projects, and other interested persons who need these materials.

TRAINING: A total of 34 teachers received 24 hours of in-service training in values clarification and ways to use the materials developed by this project.

ETHNIC INVOLVEMENT: Ethnic involvement was extremely high. Of the developers 75 percent, including 12 parents, were Indians.

USE OF OUTCOMES AND IMPACT: The materials were used during the 1975-76 school year in the 12 schools that participated in the project. The project provides practical ways to integrate Indian culture and values into the education of both Indian and non-Indian children.

FIELD TESTING: The materials were field tested.

EVALUATION: Evaluation of this project is being conducted by Leadership Training and Evaluation Associates, 16 Nickel Place, Spearfish, South Dakota 57703.

(S-32)

RECIPIENT OF GRANT: Southeast Michigan Regional Ethnic Heritage Studies Center

AMOUNT OF GRANT:

NAME OF PROJECT: Development of An Ethnic Heritage Studies Program in Southeast Michigan

ETHNIC FOCUS: Multiethnic with emphasis on the experiences of ethnic groups in South Michigan

CURRICULUM MATERIALS DEVELOPMENT: Staff resource developers, teachers, and members of ethnic groups produced the following materials:

Detroit Area Folk Tales (Hungarian, Black American)
Elementary Unit in Italian Ethnic Studies
Elite Study Report (on ethnic penetration of Detroit's elite)
Ethnic Bicentennial Classroom Activities
The Ethnic Heritage Experience: A Study Guide for Workshop Participants
Ethnic Mix, Detroit: Ethnic City

Field trip series:

Detroit's Black Heritage Tour
Detroit's East Side Polish Community
French Heritage Tour
A Tour of Detroit Greektown
A Tour of Detroit's Latin Quarter
A Tour of Jewish Detroit
Touring Ethnic DelRay
Workshop Leader's Manual

DISSEMINATION: The project established comprehensive regional dissemination through its 15 resource centers where teachers obtain relevant resource material. The project is also disseminating its products through an elaborate system of newsletters (*Ethnic Mosaic* published by Wayne State University, the *Heritage Exchange,* and the NSEA *Newsletter,* both published by the Center). The local news media, including the Booth Newspaper chain, as well as radio and television stations, have given wide coverage to the activities of the project.

TRAINING: The focus of this project has been on teacher training and one of the most significant products of the project is the teacher workshop study guide and handbook. A total of 633 teachers were trained. Of these 333 took the total sequence of five workshops and another 300 participated in half day or more extensive sessions.

The center also offered workshops to community groups such as Black Women Aware, Women's Conference of Concerns, North End Coordinating Council, the Birmingham-Bloomfield Hills Interfaith Association, and others.

ETHNIC INVOLVEMENT: The advisory council included members of ethnic groups. Members of ethnic groups were used as resource people and writers of curriculum materials and resource people for teacher training.

All materials were presented to the advisory council before publication and publication was delayed until revisions based on their reactions could be made.

USE OF OUTCOMES AND IMPACT: The materials produced by this project are being used by the Detroit school system, Wayne school system, Westland school system, East Detroit schools, Wayne State University, the 15 resource centers, the State Bicentennial Commission, and statewide educational organizations. Out-of-state school systems are also considering the use of these materials in their schools.

The Detroit Federal District Court which is handling the desegregation case against the Detroit school system ordered that ethnic heritage studies be incorporated in the curriculum as part of the desegregation plan, to create an increased awareness of the multiethnic composition of the community.

One of the school districts planned a one-week festival for each of the five large ethnic groups in the area. The planning was done by the project's resource center. The center was also instrumental in influencing the Detroit school systems as well as the state office of education to implement ethnic heritage studies.

The State Department of Education has organized an Advisory Committee on Ethnic Heritage Studies which will use this material to write guidelines for implementing Ethnic Heritage Studies on a statewide basis. A staff member of the center will be one of the writers of the guidelines.

When Wayne State University received state funds for establishing a teachers' training center, the state Board of Regents specifically requested that this center incorporate Ethnic Heritage Studies into their programs.

The state legislature has requested that all textbooks be reviewed to express the multiethnic composition of the state.

The State Bicentennial Commission which was formerly opposed to a multiethnic approach has now adopted such an approach.

FIELD TESTING: All the materials have been field tested through the school systems and/or ethnic communities. The evaluations and suggested changes were incorporated into the final materials.

EVALUATION: The project was evaluated by a team of four outside evaluators.

(S-33)

RECIPIENT OF GRANT: Southern Illinois University Board of Trustees

AMOUNT OF GRANT:

NAME OF PROJECT: Drama and Theater of Baltic-American Youth

ETHNIC FOCUS: Estonian American, Latvian American, and Lithuanian American

CURRICULUM MATERIALS DEVELOPMENT: Dramatic works from Baltic literature were translated. Six of the plays were published by Southern Illinois University Press, under the title, *Confrontation with Tyranny*. This publication also includes cultural and historical essays, bibliographies, and suggestions for discussion with high school students.

DISSEMINATION: The project has received 25 to 30 requests for the plays in *Confrontations with Tyranny*. Southern Illinois Press has printed 5,000 copies which are being distributed on a limited basis. If the director can obtain additional funds for printing and publication, it will be distributed to schools, ethnic groups, and libraries. Commerical publishers also are interested in the plays. They have been produced for one high school by the Drama Department of Southern Illinois University which is looking for further opportunities to perform and to conduct cultural seminars within the schools.

Some of the dramatic materials have been broadcast by an educational television network with an audience of six million.

During the course of the project, the translations of dramatic works completed were sufficient to provide the dramas for a second and third volume of plays and related cultural materials.

TRAINING: The principal training component of the project was a drama course for both undergraduate and graduate students, which focused on high school theater. Over 50 percent of the course was devoted to discussing and preparing for the production of "Mad Christopher, Mad," one of the plays in *Confrontation with Tyranny*. Three graduate students were trained to use the materials based on Baltic drama.

There were also seminars and workshops for high school teachers and administrators on the use of drama in the classroom and the symbolism of Baltic American Drama.

Southern Illinois University students spent approximately 120 hours in training. Others spent 10 to 50 hours.

ETHNIC INVOLVEMENT: Translations of the plays were by members of ethnic groups including Baltic scholars and dramatists. The ethnic groups are very active in the dissemination of *Confrontation with Tyranny* to groups and associations around the country.

USE OF OUTCOMES AND IMPACT: The materials produced by the project are being used by the project director, the Southern Illinois University theater group, and ethnic groups. Further dissemination will make them available to other theatrical and ethnic groups.

Illinois has a state curriculum mandate requiring the teaching of the role and contribution of Blacks and other ethnic groups. A new state board resolution on desegregation calls for the establishment of multiethnic, multicultural curricula for school districts with diverse racial/cultural populations. There is the possibility, therefore, that the products of this project will be used by many schools throughout the state of Illinois.

The project provides a model for the presentation of the experiences of ethnic groups through indigenous artistic expression.

(S-34)

RECIPIENT OF GRANT: Southwest Educational Development Laboratory

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Heritage Studies Program

ETHNIC FOCUS: Czech, German, and Polish

CURRICULUM MATERIALS DFVELOPMENT: This project developed three Texas Heritage Units entitled *The Czechs in Texas, The Germans in Texas* and *The Poles in Texas.* Each unit contains a teacher's guide, a resource guide (largely background material), and a student text. The materials were developed by curriculum writers, technical writers, and research writers in close consultation with the advisory council.

DISSEMINATION: Of the 50 copies printed some are being loaned or submitted to review committees of agencies from which SEDL is seeking second year or continuation funding. Others are loaned to school districts who want to evaluate them in terms of their local situation. Additional funds are sought for continued development and eventual dissemination. The project also seeks commercial publication.

In order to make potential users aware that the SEDL Texas Heritage Units are under development, fact cards are being distributed by SEDL's Division of Field Relations and Dissemination at appropriate conventions, conferences, and professional meetings, and are also mailed in response to unsolicited inquiries.

TRAINING: The nine teachers who participated in the design test of the German unit received approximately 16 hours' training. The focus of the training was manageability of the units' components, instructional time requirements, pupil interest, and effectiveness of media and materials.

ETHNIC INVOLVEMENT: The advisory council was very involved in the development of the units. They helped determine content, particularly on customs and traditions, and located critical reference and visual material. All drafts, proposals, and reports were reviewed by the council. As a result of their recommendations, significant revisions were made.

USE OF OUTCOMES AND IMPACT: These curriculum materials will not be used until they are available in quantity.

Educators, students, and parents in the communities where the materials were design tested became more aware of the dimensions of ethnicity.

FIELD TESTING: The German unit was field tested in four schools with a generally favorable response following testing, some revisions will be made if funds can be obtained for further development.

(S-35)

RECIPIENT OF GRANT: State Historical Society of Wisconsin

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Heritage Studies: Old World Wisconsin and Ethnic America

ETHNIC FOCUS: Finnish, Polish, and German

CURRICULUM MATERIALS DEVELOPMENT: The products were developed by research scholars who gathered primary data, and by curriculum writers who used these materials to create Finnish American curriculum materials for fourth grade students, a slide-tape presentation dealing with German immigration to Wisconsin, a research paper on rural Poles in Wisconsin; and a photographic collection showing early Finnish, German, and Polish immigrants in Wisconsin.

DISSEMINATION: The project has received 50 to 100 requests for materials which have been sent to the state department of education, museums, and libraries.

ETHNIC INVOLVEMENT: Ethnic persons and groups such as the Finnish American Society of Madison/Milwaukee and Milwaukee Liedeukranz were involved as very cooperative resource persons. Their stories were recorded, their immigration mapped, and history revealed in new ways.

USE OF OUTCOMES AND IMPACT: The state department of education plans to use the curriculum materials and the Wisconsin Historical Society will use old photographs, maps, etc., in their displays. The Wisconsin American Bicentennial Committee is modeling some of their programs on the project.

Primary source data has been successfully incorporated into instructional materials by the project.

(S-36)

RECIPIENT OF GRANT: Illinois Office of Education, IOE (formerly Office of Superintendent of Public Instruction, OSPI), and University of Illinois at Circle Campus, UICC

AMOUNT OF GRANT:

NAME OF PROJECT: Illinois/Chicago Project for Inter-Ethnic Dimensions in Education

ETHNIC FOCUS: Black, German, Italian, Latino, Polish, and Serbian (The groups were chosen because of their numerical representation in the Illinois/Chicago population with the exception of the Serbians who had been the focus of previous UICC studies and emphasis.)

CURRICULUM MATERIALS DEVELOPMENT: Materials were developed by ethnic mini-advisory committees and by the project staff. Ethnic groups provided some raw data, experiences for audiovisual materials, and suggestions and advice on approaches. The staff wrote the final projects as drafts to be field tested.

Staff skills were augmented and ethnic content was enhanced by having the ethnic groups provide information and experiences for curriculum materials.

That ethnic group resources were not fully utilized was a weakness of the development process. The staff lectured and controlled too much. There was a tendency for dominant or organized ethnic groups to overshadow others. The development process therefore proved much more time consuming than had been anticipated.

DISSEMINATION: During the spring of 1975, 700 copies of each of the draft materials were printed and distributed, largely for the training of workshop participants. Revision as suggested by teachers from the limited field testing and by enthnic groups, was carried out by staff and consultants during the extension period (summer 1975). One thousand copies of two revised materials were printed and distributed to teachers and ethnic groups. Audiovisual materials are still being developed and will be distributed by the Illinois State Department of Education.

A dissemination plan has been designed to reach as many potential users as possible. The incomplete state of some materials and limited state resources for publication and duplication have been obstacles to distribution.

TRAINING: Three training workshops were held—one in Chicago, one in Springfield (Sangamon State University), and the third in Chicago (Chicago State for Suburban and Non-Chicago Persons). Teachers, curriculum supervisors, and administrators were trained, usually in terms of two or three from local school districts in order to foster activity in their schools. A total of 120 persons throughout the state were trained. Each person spent approximately 30 to 33 hours in training. Workshops concentrated on some cognitive but largely affective experiences and training. Cognitive materials were the draft materials produced by the project. Graduate credits was given by the University of Illinois at Chicago Circle Campus.

An important strength of the training was the emphasis on both cognitive and affective goals. Because the training sessions were of sufficient length, multiple factors of ethnic studies could be explored and teams from the participating schools were able to develop specific implementation strategies.

It was unfortunate that there were not enough resources to meet many requests for workshops and that the training lacked an audiovisual component and an ethnic leader or ethnic group involvement.

The training model has been developed for possible application by the state office of education to an on-going in-service program.

ETHNIC INVOLVEMENT: Strategies for ethnic involvement include advisory council requests, group meetngs, announcements, and student groups. Mini-advisory ethnic committees developed curriculum materials. Advisory council members commented on drafts before final revisions. Each ethnic group received copies of final printed materials. The major

problem in working with ethnic groups was maintaining consistent and full participation on the part of the mini-advisory groups. Telephoning, ethnic leader contacts, and group interaction resolved this problem.

Training for the ethnic group representatives would have enhanced their contribution to the development of the curriculum materials.

USE OF OUTCOMES AND IMPACT: The products completed will be used by several school districts in Illinois. The teacher training model is used as an in-service tool by the state department of education for local schools developing or improving multiethnic education.

Ethnic group participants need training in order to increase their impact on the educational process. Illinois has a state curriculum mandate requiring the teaching of the role and contribution of Blacks and other ethnic groups. A new state board resolution on desegregation calls for the establishment of milti-ethnic, multicultural curriculum for school districts with diverse racial/cultural populations. The products produced by this project, therefore, will probably be used extensively throughout the state.

The most significant achievement of the project was the training of personnel to use the products and to develop further multiethnic curricula in their schools.

Some friendships were formed among people from different ethnic groups and these groups developed an awareness of one another. A core of products resources, and processes were produced for future use. An interethnic group was formed from the advisory council. The University and the state office of education are continuing ethnic heritage studies actvities.

FIELD TESTING: Three publications, *Prejudice and Ethnocentrism, Inter-ethnic Celebration Unit,* and *Inter-ethnic Music Unit* were completed in draft form for the training workshops and first efforts were exposed to the workshop participants (teachers and administrators). The field test consisted of several teachers from the workshops using the materials in their classrooms and schools. The written comments and suggestions for revision were considered by the revision group. Some student validation was also included.

EVALUATION: The project was thoroughly evaluated through an observer/recorder process which covered every component and aspects of the project. This evaluation was handled by a contracted university person with appropriate credentials and a separate report was issued on significant components, activities, and conclusions.

(S-37)

RECIPIENT OF GRANT: University of Connecticut

AMOUNT OF GRANT:

NAME OF PROJECT: Intergroup Relations and Ethnicity: The Peoples of Connecficut

ETHNIC FOCUS: Black, Irish, Italian, Jewish, Polish, and Puerto Rican

CURRICULUM MATERIALS DEVELOPMENT: This project developed curriculum guides about the Connecticut ethnic groups mentioned above. Resource boxes containing tapes, games, recipe booklets, oral history tapes (10 to 25 tapes each), artifacts, and posters were being developed to accompany the guides. Other materials include 123 oral history interviews, ethnic archive materials, and a study entitled, *Ethnic Diversity in Three Connecticut Cities.*

Three faculty members of the College of education, prepared the curriculum guides and instructional packages from material supplied by the respective ethnic communities. Interviewing and transcribing was done by graduate history students. Undergraduate bilingual students also participanted. A great amount of research preceded the writing of the guides. In addition, when necessary the team traveled to collect artifacts, to take photographs, and to gather other resources.

DISSEMINATION: With state aid, 1,000 copies of the guides will be published and sent to selected Connecticut junior high schools where teachers will test the materials and make suggestions for improving them. An additional year, therefore, is needed to complete the project. Funds will have to come from other sources like the World Education Project.

TRAINING: In the summer of 1975, the College of Education (University of Connecticut) offered a three-credit (semester) course over a three-week period for five days a week, two hours a day, on the

development and use of ethnic curriculum materials. Twelve teachers participated in the course.

ETHNIC INVOLVEMENT: The 32-member advisory committee provided contacts with ethnic leaders throughout the state and suggested candidates for oral histories archival data, etc. The public became so interested in the project that a number of individuals contacted the center offering data and support, and were anxious to have their own ethnic group involved in the project. It was impossible to satisfy all the demands made on staff time and resources.

USE OF OUTCOMES AND IMPACT: The ethnic curriculum guides will be used in junior high schools throughout Connecticut. Historians and geographers will be able to use the historical descriptions of many neighborhoods which were developed from the oral history interviews.

The project will serve as a basis for the development of curriculum guides on the remaining ethnic groups (approximately 50) living in the state. During the grant period, the University developed effective working relations with the ethnic communities.

Data provided by ethnic communities was translated into "real life" instructional materials by the project.

All who were exposed to the materials produced wanted to study their own ethnic backgrounds and to develop similar projects. With the assistance of this project, *A People of New Britain* project was developed by Central Connecticut State College.

FIELD TESTING: Thirty junior high school teachers, including those who participated in the summer training course, will be field testing the curriculum guides. The results of the field testing will be evaluated and incorporated into the final printed versions of the curriculum guides.

EVALUATION: Using data from field testing, teacher assessments, and advisory commitee evaluations, Dr. Stone will complete an evaluation of the curriculum materials and teacher training.

(S-38)

RECIPIENT OF GRANT: University of Hawaii

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Resources for the Pacific

ETHNIC FOCUS: Black, Caucasian, Chinese, Filipino, Hawaiian, Japanese, Korean, Portuguese, Puerto Rican, and Samoan

CURRICULUM MATERIALS DEVELOPMENT: Members of ethnic/cultural organizations, writers, researchers, and media specialists developed the following materials for use as multicultural resource materials in the public schools of Hawaii:

My Name is Stephen Kekaulike and I Live In Papakolea
Ah Dai Comes to Hawaii: The Story of a Chinese Immigrant Woman
From Madeira to the Sandwich Islands: The Story of a Portuguese Family in Hawaii
Many Faces of Hawaii
A Korean Legend–Hungbo and Nolbu and Korean Songs We can Sing
The Black Experience (slide show)
Sets of culture artifact kits for seven ethnic groups (Chinese, Filipino, Hawaiian, Japanese, Korean, Portuguese, Samoan)

DISSEMINATION: Of each publication 2,500 copies have been distributed to department of education schools and libraries throughout the state. The demand for these publications is greater than the supply but it is hoped that state funds can be obtained for reprinting sufficient copies to meet the needs of the statewide school system.

When *The Black Experience* slide show is perfected, it will be used on an experimental basis in selected public schools. A Black University of Hawaii graduate student will show the slides and then elaborate further on the Black experience and the parallels to Hawaii.

A set of each culture artifact kit has been sent to nine libraries and two district education offices. These locations were determined by polling teachers who attended the ethnic heritage workshops. After distribution to these locations, Headstart and elementary schools have been advised of the availability of the kits as they were developed expressly for younger children.

TRAINING: Workshops were provided by the center in cooperation with the department of education at eight locations thoughout the islands. The principal

objectives of the workshop were to present the productions of the center and to train teachers in the use of these materials. Secondary objectives were to promote understanding of student ethnic backgrounds and to suggest ethnic activities to be used in the classroom. Approximately 370 members of Hawaii's communities attended these three-hour long workshops. Of the participants 74 percent, or 274, were teachers.

ETHNIC INVOLVEMENT: The project director reported. "A totally unexpected phenomenon was the extraordinary response of ethnic/cultural organizations and clubs in offering their resources and expertise to help produce the materials and participate in the teacher institutes. Their pride in their own culture and their eagerness to share it with others through books, demonstrations, and discussions was most heartwarming and made the efforts of the center this past year one of the most rewarding experiences of my professional life."

USE OF OUTCOMES AND IMPACT: The curriculum materials are used in schools throughout the state. The Ethnic Resource Center of the Pacific is cooperating with the Hawaii Department of Education to develop a comprehensive multicultural unit for upper elementary grades utilizing resources of the Center and other institutions. It is hoped that the department of education will adopt the unit as an integral part of the elementary social studies program and that Center publications and culture artifact kits can be duplicated in numbers adequate for the needs of the statewide school system.

EVALUATION: The teacher training workshops were evaluated through a questionnaire and voluntary comments. According to the participants' evaluations, the workshops were extremely successful.

(S-39)

RECIPIENT OF GRANT: Washington University

AMOUNT OF GRANT:

NAME OF PROJECT: Ethnic Heritage Studies in Four Urban Neighborhoods of St. Louis

ETHNIC FOCUS: Ethnic composition of four St. Louis communities— Carondelet: Spanish-speaking, German, and Irish; Hill: Italian; Souland: Croatian, German, Slovak (southeastern European); Ville: Black Black

CURRICULUM MATERIALS DEVELOPMENT: Project investigators and sociology students from Washington University were organized into teams that went out into the communities to gather data on the heritage and ethnic factors of community residents. The following were produced: *Courses of Study for Ethnic Neighborhoods* (graduate and undergraduate); *Bibliography: Ethnic Heritage Studies of St. Louis, Bibliography of Materials in the Olin Library of Washington University, Graduate Papers of Ethnic Studies Courses at Washington University, Transcript of Final Colloquia on Four St. Louis Communities;* curriculum booklets and accompanying filmstrips for each of the neighborhood studies, and collection of slides and photographs.

The development had a sociological/anthropological base which strengthened the analysis and reporting as well as the preparation of the curriculum booklets. Cooperation with the various community groups and organizations was excellent. The development of historical data on ethnic neighborhoods in the communities themselves created a sense of authenticity.

There was not enough time for comprehensive work in the neighborhoods and resources were lacking to do a thorough job with the data gathered. Communication with K-12 educators was inadequate.

DISSEMINATION: The project has a rough dissemination plan but not the resources to carry it out. Packaging and equipment are problems as are costs and cooperation from other institutions.

About 6,000 first draft copies of the booklets have been printed and distributed, primarily to the participating persons and institutions. Additional copies of the booklets will be sold at cost to pay for the printing. The duplicating cost of the audiovisual materials will be carefully considered as the dissemination plan is further developed. The cooperating institutions, public libraries, Washington University, and the St. Louis public schools are all facing financial crises and cannot fund dissemination.

Requests for the materials numbering over 1,000 were filled by selling the booklets at cost. The audiovisual materials may be provided separately once reproduction decisions are made. Dissemination should include libraries, the school systems of St. Louis and

surrounding areas, as well as similar local and national projects.

TRAINING: The persons trained included 25 undergraduate students, 15 graduate students, 30 high school teachers, and 40 community members. The number of hours per person ranged from 30 to 100. The training, focused on resource use and development consisted of seminars, workshops, and courses. Most of the training was preservice or adult education; some was graduate level. All participants received course credit.

A strength of the training was the development of ethnic heritage research skills in students and local community members; its weakness was that not enough high school teachers were trained.

ETHNIC INVOLVEMENT: The community groups that reflected the ethnic composition of the neighborhoods: Missouri Historical Society, Carondelet Community Betterment Foundation, Souland Neighborhood Association, Federation of Urban Neighborhoods, and St. Ambrose Church. Most of the groups cooperated fully and were highly involved in the development of materials. Most of the oral history tapes were done by them. About 70 percent of the curriculum data came from the ethnic groups. All groups are involved in dissemination in some way. The majority of the advance orders for the booklets are from the ethnic groups.

The ethnic group persons also participated heavily in the training by doing much of the work with the sociology students in the communities. The ethnic persons were the instructors in the community activity part of the project. They trained students in the history of the community and opened the doors of local institutions to them. The community persons welcomed the students.

Field testing of the work done by the sociology students was in the form of local colloquia in the communities. Students, community members, and staff come together and reviewed the data. The evaluative aspect was illustrated in Carondelet where the field test meeting showed that the sociology course members had not done the work to the satisfaction of the community members. The students worked hard to correct this by the time of the final colloquium, and the local groups were generally satisfied with their efforts.

The staff was aware of and dealt with cultural differences between groups; for example, historically, Serbs and Croatians do not speak to each other. There were no examples or problems of internal group conflict but rather an awareness of differences and the desire to have their story told. The staff awareness and sense of accommodation between groups to get the job done was a powerful motivation to work out conflicts. Most, if not all, problems of group portrayal were dealt with in a positive fashion.

There were no major problems in working with the ethnic groups in the communities. In one community (the Ville) where there was no active group, one was formed and continues.

The project activities heightened the realization that community groups could get their stories into the educational process. Many were already skilled at telling their history. They felt the beginnings of success in getting the products ready for school use and saw evidence that this could and would happen.

USE OF OUTCOMES AND IMPACT: There will be two sociology courses based on this project at Washington University. The materials will be used by various libraries and the school system of St. Louis probably will take advantage of the training model and products. The basic components of the project continue into the second year through the efforts of these involved and of Washington University.

The St. Louis school system will train teachers to use the materials and high school and college courses will be taught. The Ethnic Heritage Studies Council will continue. The council has spawned the ethnic heritage Studies Consortium made up of major libraries, ethnic and community groups, and educational groups including a learning center (an agency focus on new learning methods, programs, and activities). Many new accomplishments depend upon resources available.

The most significant achievement of the project was the provision of seed money to the University, and thus the community, for development of materials and processes which helped tell the ethnic story of St. Louis. That seed money helped crystallize the ethnic group data into useful products and a data bank.

The project opened communication-channels between and within groups. The final colloquium brought together groups that had never been together before but who shared and learned. There was a new awareness of one another by the ethnic groups although it could not be said that friendships were created.

Changes in the school system are represented by the new courses at Washington University and a course at McKinley High. New teacher training in the area of ethnic studies can also be attributed to the project. Change in the community was brought about in the formation of the Ville Society. The adoption by the library system of project data and its willingness to use and expand the materials are examples of institutional change.

BIBLIOGRAPHY* OF CURRICULUM MATERIALS

Bibliography number, Project title, Project summary number, Permanent repository	Audience	Form	Audiovisual Component	Ethnic Focus	Subject Areas	Content	Learning Objectives	Instructional Approach
(B-1); *Activity Box;* (S-17); Frederick Douglass Museum of African Art, Washington, D.C.	Secondary students	Poster and photographs	Yes	Afro-American	Social studies	15 large poster photographs corresponding to 15 social studies areas; 30 sets of 69 small photographs that students can match to the 15 subject areas	Cognitive, affective	Information through active involvement
(B-2); *Activities for Ethnic Understanding;* (S-12); Department of Curriculum, Cleveland Public Schools, Cleveland, Ohio	Secondary students and teachers	Printed publication	No	Multi-ethnic	Social studies	Series of activities related to areas of ethnicity and specific ethnic group	Cognitive	Conceptual
(B-3); *Africa;* (S-17); Frederick Douglass Museum of African Art, Washington, D.C.	Secondary students	Slide shows	Yes	Afro-American	Religion, architecture, nation building (Nigeria and Zaire), craftsmen	4 slide shows based on the museum's Eliot Elifoson Memorial Archives of photographic materials	Cognitive, affective	Informational
(B-4); *Afro-Americans of South Bend;* (S-20); Indiana University at South Bend, Indiana	General	Printed pamphlet	No	Afro-American	Social studies, history	Describes African, preslavery, slavery, and post-Civil War experiences and history of Blacks in the United States and in the Northern Indiana area	Cognitive	Historical informational
(B-5); *Ah Dai Comes to Hawaii: The Story of a Chinese Immigrant Woman;* (S-38); Educational Foundations, College of Education, University of Hawaii	Elementary students and teachers	Published booklet	No	Chinese-American	Social studies	A true history of the struggles of a Chinese woman who immigrated to Hawaii in the 1940's to make her home	Cognitive, affective	Empathetic identification
(B-6); *America Celebrates Series;* (S-12); Department of Curriculum, Cleveland Public Schools	Elementary students and teachers	Printed booklets	No	Multi-ethnic	Social studies	Series of 3 booklets about ethnic celebrations in fall, winter, and spring	Conceptual, cognitive	Participatory

*The bibliography was compiled by the editor of this report who examined the materials that were available for review. Most of the information was obtained from task force members, project directors, and descriptions on file at the Office of Education.

Bibliography number, Project title, Project summary number, Permanent repository	Audience	Form	Audiovisual Component	Ethnic Focus	Subject Areas	Content	Learning Objectives	Instructional Approach
(B-7); *Anthology on Mexican and Chicano Art;* (S-4); Bakersfield College, Bakersfield, California	High school and college students	Manuscript	No	Chicano, Mexican	Art	Series of essays and articles	Cognitive	Informational
(B-8); *Anthology on Mexican and Chicano Thought and Philosophy;* (S-4); Bakersfield College, Bakersfield, California	High school and college students	Manuscript	No	Mexican, Chicano	Philosophy	Original and reprinted articles	Cognitive	Conceptual inquiry
(B-9); *Anthony Paterno: An Italian American;* (S-36); Urban Policies Studies Education Department, Illinois Office of Education	Secondary and elementary students	16-mm film	Yes	Italian American	Social studies	An in-depth look at a prominent 73-year-old Italo-American	Cognitive, affective	Emphathetic identification
(B-10); *Appalachian Ethnic Heritage Materials;* (S-14); Dilenowisco Educational Cooperative, Norton, Virginia	Seventh, eighth, and ninth grades	Mimeograph	Yes tapes, records, films, and photographs	Appalachian	Folklore, music, sociology, science, and natural history	Curriculum packets containing materials for classroom use	Cultural awareness of Appalachia	Informational
(B-11); *The Blacks;* (S-37); Dr. William D'Antonio, Department of Sociology, University of Connecticut	Secondary students and teachers	Booklet	Yes	Black American	Social studies	Ethnic contribution to Connecticut; contains maps, charts, tables, etc.	To increase awareness of Connecticut's cultural diversity	Informational
(B-12); *The Black Experience;* (S-38); Educational Foundations, College of Education, University of Hawaii	Elementary and secondary students and teachers	Slide show	Yes	Black	Hawaiian history, social studies	Relates the Black experience to local people in Hawaii; covers history of the Blacks from initial enslavement to the contemporary Black movement	Cognitive, affective	Historical informational
(B-13); *A Catalogued Collection of Pictures and Slides;* (S-4); Bakersfield College, Bakersfield, California	General	Slides and photographs	Yes	Chicano, Mexican	Anthropology, geography, economics, history, and social studies	Over 500 photographs and 700 slides of life in Mexico		

Bibliography number, Project title, Project summary number, Permanent repository	Audience	Form	Audiovisual Component	Ethnic Focus	Subject Areas	Content	Learning Objectives	Instructional Approach
(B-14); *Chicano and Navajo Culture Videotapes;* (S-13); Cuba, New Mexico Independent Schools	Students and teachers K-12; community members	Videotape	Yes	Chicano, Navajo	Social studies, art	Chicano and Navajo culture and crafts	Cognitive, affective	
(B-15); *Chicano Literature Anthology;* (S-4); Bakersfield, College Bakersfield, California	Secondary and college students	Manuscript	No	Chicano	Literature	Current Chicano literature		
(B-16); *Chicano Poetry Tapes,* (S-4); Bakersfield College, Bakersfield, California	General	Audio-tapes	Yes	Chicano	Language arts	Readings of Chicano poetry with appropriate dramatic background effects		
(B-17); *Civil Rights Demonstrations in Birmingham, Alabama: 1963;* (S-1); Dr. L.W. Oliver, professor of political science, Miles College, Birmingham, Ala.	Secondary and post-secondary	16-mm film and video-tape	Yes	Black American	History, civil rights	Presentation of the key participants and the Civil Rights events that occurred in Alabama during 1963	Cognitive, affective	
(B-18); *Computer Based Resource Guide;* (S-27); Dr. Kenneth Cross, Director, Research and Development Complex, State University College at Buffalo, Buffalo, New York	Secondary and college level educators	Data bank with mimeo materials and other resources	No	Multi-cultural	Inter-disciplinary	Data bank containing information on articles, reports, and strategies related to specific classroom activities	Multi-cultural awareness of resources available to educators	Informational
(B-19); *Confrontations with Tyranny;* (S-33); Department of Theater, Southern Illinois University at Carbondale	Teachers, high school and college students	Publication	No	Baltic-Estonian, Latvian, Lithuanian	Drama, literature, theater	3 plays, commentary, essays, bibliography		Dramatic expression, inquiry
(B-20); *Courses of Study for Ethnic Neighborhoods;* (S-39); Washington University, St. Louis, Missouri	Teachers, undergraduate and college courses	Mimeographed	No	Black, Croatian, German, Hispanic, Irish, Italian, Slovak	Sociology, anthropology	Outlines, course content, and teaching strategies		Inquiry, research
(B-21); *The Croatian Ethnic Heritage Studies Kit;* (S-15); Institute of Folk Arts, Duquesne University, Pittsburgh, Pennsylvania	Primary school children	Mimeographed, with film strips, cassettes	Yes	Croatian	Social studies, fine arts	9 units dealing with songs, dances, customs, cultural history, music, etc., of the Croatian ethnic group	Understanding of cultural traits of Croatians of Pittsburgh area	Informational

Bibliography number, Project title, Project summary number, Permanent repository	Audience	Form	Audiovisual Component	Ethnic Focus	Subject Areas	Content	Learning Objectives	Instructional Approach
(B-22); *The Croatian People;* (S-6); Director, Curriculum Evaluation and Development, Buffalo Board of Education, Buffalo, New York	K-12 teachers	Manuscript	Yes	Croatian	Social studies, language arts	Narrative form guide including information on ethnic group's cultural history, country of origin, settlements in Buffalo, and folk culture accompanied by video-tapes and resource data	Multicultural	Informational
(B-23); *Culture Artifact Kit Sets;* (S-38); Educational Foundations, College of Education, University of Hawaii	Preschool and elementary students	Collection of artifacts	No	Chinese, Filipino, Hawaiian, Japanese, Korean, Portuguese, Samoan	Social studies	Games, songs, recipes, costumes, etc.	Cognitive, affective	Participatory
(B-24); *The Czechs in Texas;* (S-34); Southwest Educational Development Laboratory; Austin, Texas	4th, 5th, and 6th grade students	Published soft cover texts	No	Czech	Social studies	Approximately 4 weeks of lessons and activities which present the experience of Czech-Americans in Texas; includes teacher's guide, resource guide, and student text	Cognitive, affective	Didactic, inquiry
(B-25); *Detroit Black Heritage Tour;* (S-32); Ethnic Heritage Studies Center, Detroit, Michigan	Students	Pamphlet	No	Black American	Social studies, history, music, art	Field trip guide	Create and strengthen awareness of Black community	Inquiry
(B-26); *Detroit's East Side Polish Community;* (S-32); Ethnic Heritage Studies Center, Detroit, Michigan	Students	Pamphlet	No	Polish American	Social studies, interdisciplinary	Field trip guide	To create and strengthen awareness of Polish community	Inquiry
(B-27); *Finnish-American Curriculum Materials;* (S-35); State Historical Society of Wisconsin, Madison, Wisconsin	Fourth grade students	Published booklet	No	Finnish American	Social studies	Presentation of the Finnish American experience with emphasis on Wisconsin		
(B-28); *Finnish, German, and Polish Photographic Collection;* (S-35); State Historical Society of Wisconsin, Madison, Wisconsin	General	Slides and photographs	Yes	Finnish, German, Polish American	Social studies	Pictures of early Finnish, German, and Polish immigrants in Wisconsin		

Bibliography number, Project title, Project summary number, Permanent repository	Audience	Form	Audiovisual Component	Ethnic Focus	Subject Areas	Content	Learning Objectives	Instructional Approach
(B-29); *Early Days;* (S-2); Alaska State Operated Schools, Anchorage, Alaska	Secondary students and community members	16-mm film and videotape	Yes	Alaska Native, Indian	Social studies, government, economics	Impact of Alaska Native Claims Settlement Act	Cognitive, affective	Informational
(B-30); *Entry into the United States;* (S-36); Urban Policies Education Department, Illinois Office of Education	Grades 5 to 8	Booklet	No	Multiethnic	Social studies	A curriculum unit which addresses the issue of the entry pattern of different ethnic groups into the United States and some of their present concerns		
(B-31); *Ethnic Americans and the Great War: 1914-1917;* (S-12); Department of Curriculum, Cleveland Public Schools	Secondary students	Posters	Yes	Multiethnic	Social studies	An exploration of the relationship of American ethnic groups to the Great War		
(B-32); *Ethnic Discovery Materials;* (S-10); Children's Museum, Boston, Massachusetts	K-12, community members	Mimeographed prototype games	No	Omniethnic	Social studies, art, music	Compilation of activities and projects related to self-identification, family history, neighborhood ethnicity, etc.	Cognitive, affective	Participatory
(B-33); *Ethnic Foods;* (S-12); Department of Curriculum, Cleveland Public Schools	Secondary	Published book	No	Multiethnic	Home economics	Recipes and cultural background information compiled from ethnic groups in the Cleveland area		
(B-34) and (B-35); *The Ethnic Heritage Experience Handbook for Five Workshops* and *The Ethnic Heritage Experience Study Guide;* (S-32); Ethnic Heritage Studies Centers, Detroit, Michigan	Workshop leaders, educators	Mimeographed	No	Multiethnic	Social studies	Reading, discussions, and activities which explore historical and social perspectives	Development of conceptual skills, increased self-awareness, and appreciation of other ethnic backgrounds	Inquiry
(B-36); *Ethnic Heritage of Carondelet, Ethnic Heritage of the Hill, Ethnic Heritage of Souland, Ethnic Heritage of the Ville;* (S-39); Washington University, St. Louis, Missouri	Secondary and college educators and students	Multimedia	Yes	Multiethnic	Sociology, history	Data pictures, maps, memorabilia, community history, and contemporary life		

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(B-37); *Ethnic Heritage Studies; Papers of the Institute of King's College, 1975;* (S-22); Dr. Clement L. Valletta, Kings College, Wilkes Barre, Pennsylvania	Secondary and post-secondary schools, community groups, ethnic associations	Book	No	Black, Byzantine, German, Irish, Jewish, Lebanese, Lithuanian, Polish, Slovak, Ukrainian, Welsh, and others	General ethnicity and ethnicity of north-eastern Pennsylvania	Series of 25 articles and scholarly papers		
(B-38); *The Ethnic History of South Carolina;* (S-9); Division of Instruction, Charleston County School District, Charleston, South Carolina	Eighth grade teachers	Book	No	Black, French, German, Greek, Scotch-Irish, Jewish, and American Indian	South Carolina history	28 chronological chapters fuse state ethnic history and traditional South Carolina history. Each chapter contains objectives, concepts, historical essays, and the historic contribution of the state's multi-cultural groups.	Cognitive, affective	Inquiry
(B-39); *Ethnic Music;* (S-12); Department of Curriculum, Cleveland Public Schools	Elementary students and teachers	Published booklet	No	Multi-ethnic	Music	Ethnic songs and dances	Cognitive, affective	Participatory
(B-40); *Ethnic Neighborhoods in Transition;* (S-12); Department of Curriculum, Cleveland Public Schools	K-12, edueators and students	Multi-media	Yes	Multi-ethnic	Social studies	Historical and contemporary study of the ethnicity of Cleveland neighborhoods	Cognitive, affective	Informational
(B-41); *Ethnic Personalities;* (S-12); Department of Curriculum, Cleveland Public Schools	Secondary students and teachers	Published booklet	No	Multi-ethnic	Social studies	Profiles of ethnic personalities	Cognitive, affective	Informational
(B-42); *Ethnic Studies Bicentennial Classroom Activities;* (S-32); Ethnic Heritage Studies Center, Detroit, Michigan	Elementary students and teachers	Booklet	No	Multi-ethnic	Inter-disciplinary	Classroom activities and projects	Development of self-and multicultural awareness	Inquiry

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(B-43); *Ethnic Studies terials Analysis Instrument;* (S-30); Social Science Education Consortium, Boulder, Colorado	K-12 educators	Printed booklet	No	Multi-ethnic	Social sciences, humanities	Instrument to assess materials		
(B-44); *Europe and the Third World in Connecticut High Schools;* (S-37); Dr. William D'Antonio, Department of Sociology, University of Connecticut, Storrs, Connecticut	Secondary educators	Booklet	No	Multi-ethnic	Social studies	Ethnic contributions to Connecticut; contains maps, charts, tables, etc.	To increase awareness of Connecticut's cultural diversity	Informational
(B-45); *Experiencing Ethnicity in Urban Neighborhoods;* (S-8); Center for Urban Education	Seventh grade through adult	Booklet	No	Multi-ethnic	Social sciences	Process guide for exploring ethnicity in urban neighborhoods		
(B-46); *The Experience of Japanese Americans in the U.S.: A Teacher Resource Manual;* (S-21); Japanese American Citizens League, San Francisco, California	Educators K-12, community people	Book	No	Japanese American	Inter-disciplinary, social science	History instructional activities, resource lists	Multiple for teachers, students by grade levels	Conceptual inquiry, values classification
(B-47); *Father's Occupation Song;* (S-36); Urban Policies Studies Education Department, Illinois Office of Education, Chicago, Illinois	Elementary students and teachers, education students	Audio-tape	Yes	Chicano	Music, social studies			
(B-48); *Finnish American Curriculum Materials;* (S-35); State Historical Society of Wisconsin, Madison, Wisconsin	Fourth grade students and teachers	Printed booklet	Yes	Finnish American	Social studies	Finnish American experience in Wisconsin		Inquiry
(B-49); *Finnish, German, and Polish Immigration Photographic Collection;* (S-35); State Historical Society of Wisconsin, Madison, Wisconsin	General	Photographs and slides	Yes	Finnish, German, Polish		Scenes of Finnish, German, and Polish immigrants in Wisconsin		

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(B-50); *Folklore: Heroes of Epic Literature;* (S-12); Department of Curriculum, Cleveland Public Schools	Secondary students and teachers	Printed booklet	No	Multi-ethnic	Literature	Heroic ethnic stories	Affective	
(B-51); *French Heritage Tour* (S-32); Ethnic Heritage Studies Center, Detroit, Michigan	Students	Printed booklet	No	French American	Social studies, history, interdisciplinary	Field trip guide	Cognitive, affective	Inquiry
(B-52); *From Madeira to the Sandwich Islands: The Story of a Portuguese Family in Hawaii;* (S-38); Educational Foundations, College of Education, University of Hawaii	Elementary students and teachers	Printed booklet	No	Portuguese American, Hawaiian	Social studies	A story told by a 92-year-old Portuguese immigrant woman to Hawaii of how her family moved from Madeira to plantation life on Kauai to their present life style in Kapahulu district, Honolulu	Cognitive, affective	Empathetic identification
(B-53); *German American Carnival;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois	Elementary students and teachers	Slide show	Yes	German American	Social studies, music, fine arts	A German American carnival with interviews explaining its customs		
(B-54); *German American Choral Group;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois	Elementary teachers	Audio tape	Yes	German American	Music, social studies	German American choral singing	To teach rhythmic concepts	Musical participation
(B-55); *German American D.A.N.K. Spatzen;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois	Elementary students	Three-quarter inch videotape	Yes	German American	Music, social studies	A German children's choral group, singing, using the Orff method, at a German picnic		
(B-56); *The Germans in Texas;* (S-34); Southwest Educational Development Laboratory, Austin, Texas	Fourth, fifth and sixth grade students and teachers	Published soft cover texts	No	German American	Social studies	Approximately four weeks of lessons and activities presenting the experience of German Americans in Texas; includes teacher's guide, resource guide, and student text	Cognitive, affective	Didactic, inquiry

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(B-57); *German "Old Costumes" in America;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois		Color slides	Yes	German American	Social studies	Presents an interesting collection of German costumes now worn at ethnic events in the United States		
(B-58); *The German People;* (S-6); Director, Curriculum Evaluation and Development, Buffalo Board of Education, Buffalo, New York	K-12 teachers	Manuscript	Yes	German American	Social studies	Narrative form guide including information on ethnic groups' cultural history, country of origin, settlements in Buffalo, and folk culture accompanied by videotapes, resource data	Multicultural awareness	Informational
(B-59); *Getting on Track;* (S-8); Center for Urban Education, Portland, Oregon	Seventh grade	Booklet	No	Multiethnic	Social sciences	Exercises for locating information resources	Cognitive, affective	Inquiry
(B-60); *Government of the Indian People;* (S-31); South Dakota Department of Education and Cultural Affairs, Pierre, South Dakota	Intermediate and junior high students and teachers	Cassette tape	Yes	Lakota/Dakota Plains Indians of South Dakota	Social studies	Historical review of the relationship of the Lakota/Dakota people with the government drawing from the past to the present concept of self-determination	Cognitive, affective	Informational
(B-61); *The Greek People;* (S-6); Director, Curriculum Evaluation and Development, Buffalo Board of Education, Buffalo, New York	K-12 teachers	Manuscript	Yes	Greek American	Social studies, language	Narrative form guide including information on ethnic group's cultural history, country of origin, settlements in Buffalo and folk culture accompanied by videotapes and resource data	Multicultural	Informational
(B-62); *Guide to Ethnic Heritage Curriculum Analysis;* (S-7); Bureau of Inter-group Relations, State Department of Education, Sacramento, California	K-12 teachers and others	Printed 20 pages	No	Multiethnic	Interdisciplinary	Instruments for analysis and screening of materials		
(B-63); *A Historical Sketch of East Detroit,* (S-32); Ethnic Heritage Studies Center, Detroit, Michigan	College students and educators	Mimeographed	No	Multiethnic	Local history	Community historical sketches		

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(B-64); *Hungarian Americans of South Bend;* (S-20); Indiana University at South Bend	General	Printed pamphlet	No	Hungarian American	Social studies, history	Describes early European history and entry into the United States as well as early settlement of the area by Hungarians		
(B-65); *The Indians Speak for Themselves;* (S-31); South Dakota Department of Education and Cultural Affairs, Pierre, South Dakota	Intermediate students and teachers	Book	No	Lakota/ Dakota Plains Indians	Literature, social studies	Ten lessons which expose students to thoughts of the Lakota-Dakota people through poetry, narratives and statements of famous Indian personalities. Activity lessons and illustrations are included.	To improve self-concepts of Indian students	Empathetic identification
(B-66); *Integrating Multicultural Education into the Curriculum, K-3;* (S-7); Bureau of Intergroup Relations, State Department of Education, Sacramento, California	K-3 teachers, (Los Angeles city schools)	Multilithed, 300 pages	No	Multiethnic	Interdisciplinary	Experimental draft of curriculum design	Conceptual skills, self-awareness, knowledge of diversity	Conceptual inquiry, informational
(B-67); *Intercultural Relations and Ethnic Studies;* (S-29); Rutgers University, New Brunswick, New Jersey	Secondary teachers	College courses, mimeographed booklets	No	Multicultural	Social studies	Training models and instructional materials for teachers	Acceptance and understanding of cultural differences	Inquiry
(B-68); *Interethnic Celebration;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois	Elementary students	Printed booklet	No	Multiethnic	Social studies	Curriculum unit introducing elementary students to ethnic celebrations through the four seasons		
(B-69); *Interethnic Music Unit;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois	Elementary teachers	Printed booklet and audiotape	Yes	Multiethnic	Music	Curriculum unit for elementary teachers emphasizing the teaching of rhythmic concepts through the use of inter-ethnic music	To teach rhythmic concepts	Musical participation
(B-70); *An Interview with the Black Music Specialist Sithole;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois	K-12 educators	Videotape	Yes	Black American	Music			

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(B-71); *Instructional Guide-Language/Culture Package;* (S-23); Kirkwood Community College, Cedar Rapids, Iowa	Language teachers and students, ethnic groups and other persons	Multi-media	Yes	Czech American	Language, culture, history, social studies	Videotape and audio cassettes accompanied by self-instructional learning materials	To develop understanding and knowledge of the Czech language and culture	Individualized instruction
(B-72); *The Italians;* (S-37); Dr. William D'Antonio, Department of Sociology, University of Connecticut, Storrs, Connecticut	Secondary students and teachers	Printed booklet	Yes	Italian American	Social studies	Italian American experience in Connecticut; contains, maps, charts, tables, etc.	To increase awareness of Connecticut's cultural diversity	Informational
(B-73); *Italian American Dancers;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois	Elementary students	Video- and audio-tapes	Yes	Italian American	Music, social studies	30-minute videotape and two 45-minute audio-tapes	To enrich the teaching of rhythmic concepts	
(B-74); *Italian Americans of South Bend;* (S-12); Indiana University at South Bend	Local school district and community people in northern and mid-western Indiana	Printed booklet	No	Italian American	Social studies	Describes European and early United States settlement history and experiences of Italian Americans, focusing on people from the South Bend area	Cognitive, affective	Informational
(B-75); *The Italian People* (S-6); Director for Curriculum Evaluation and Development, Buffalo Board of Education, Buffalo, New York	K-12 teachers	Manu-script	Yes	Italian American	Social studies language arts	Narrative form guide including information on ethnic groups' cultural history, country of origin, settlement in Buffalo, and folk culture accompanied by videotapes and resources data	Multi-cultural	Informational
(B-76); *The Irish;* (S-6); Director for Curriculum Evaluation and Development, Buffalo Board of Education, Buffalo, New York	K-12 teachers	Manu-script	Yes	Irish American	Social studies, language arts	Narrative form guide including information on ethnic groups' cultural history, country of origin, settlement in Buffalo, and folk culture accompanied by videotapes, and resource data	Multi-cultural awareness	Informational

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(B-77); *The Irish*; (S-37); Dr. William D'Antonio, Department of Sociology, University of Connecticut, Storrs, Connecticut	Secondary students and teachers	Printed booklet	Yes	Irish American	Social studies	Irish experience and contribution to Connecticut; contains maps, charts, tables, etc.	Increased awareness of Connecticut's cultural diversity	Informational
(B-78); *Jewish Immigration to America;* (S-5); Philip W. Lown, Graduate Center for Contemporary Jewish Studies, Brandeis University, Waltham, Massachusetts	High school teachers and students	Multi-media kits	Yes	Jewish American	Social studies, fine arts	Teacher blueprint with supplementary materials and bibliography	To develop awareness of the Jewish American experience	Inquiry experiential
(B-79); *The Jewish People*; (S-6); Director for Curriculum Development, Buffalo Board of Education, Buffalo, New York	K-12 teachers	Manuscript	Yes	Jewish American	Social studies	Narrative form guide including information on ethnic groups' cultural history, country of origin, settlements in Buffalo and folk culture; accompanied by videotapes and resource data	Multicultural awareness	Informational
(B-80); *The Jews;* (S-37); Dr. William D'Antonio, Department of Sociology, University of Connecticut, Storrs, Connecticut	Secondary students and teachers	Booklet	Yes	Jewish American	Social studies	Jewish American experience and contributions to Connecticut	To increase awareness of Connecticut's cultural diversity	Informational
(B-81); *A Korean Legend - Hungbo and Nolbu and Korean Songs We Can Sing;* (S-38); Educational Foundations, College of Education, University of Hawaii	Children ages three to eight	Booklet	No	Korean	Music, literature	Traditional Korean legend and songs	To introduce Korean culture to the young child	Participatory
(B-82); *Learning Modules on the Italian American Experience;* (S-26); Bureau of Social Studies Education, New York State Education Department, Albany, New York	Grades one, two, three, four, six, seven, eight, ten, eleven and twelve	Mimeographed lesson plans	No	Italian American	Social studies	Italian emigration, Italian immigration, and the Italian American experience in south Brooklyn	Cognitive, affective	Empathetic identification
(B-83); *Learning of the Indian People;* (S-31); South Dakota Department of Education and Cultural Affairs, Pierre, South Dakota	Educators	Book, cassette tape	Yes	Lakota/ Dakota Plains Indians of South Dakota	Education	Describes how Indian youngsters learned years ago; presents the way they learn in contemporary schools		

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(B-84); *A Look at Civil Rights Today and Where We Are Headed;* (S-1); Dr. L. W. Oliver, professor of political science, Miles College, Birmingham, Alabama	High school and college students, community groups, public television	16-mm film and videotape	Yes	Black American	Social studies	Presents historical and contemporary views on the civil rights movement, focusing on key events in the 60's	Cognitive, affective	Informational
(B-85); *Los Mascarones Play;* (S-36)		Videotape	Yes	Mexican		Songs and scenes by the internationally known acting troupe		
(B-86); *Many Faces of Hawaii;* (S-38); Educational Foundation College of Education, University of Hawaii	Elementary students and teachers	Book	No	Multiethnic	Social studies	A book with photographs and captions representing 12 ethnic groups in Hawaii	To develop multicultural awareness	Informational
(B-87); *Mexican Americans of South Bend;* (S-12); Indiana University at South Bend	School districts and community people in the South Bend Mishawaka area, Mexican American groups	Booklet	No	Mexican American	Social studies, history	Describes the arrival of post-Columbus Spanish-speaking people in America and the early history of Mexican Americans in the northern Indiana area		
(B-88); *My Name is Stephen Kekaulike and I live in Papakolea;* (S-38); Educational Foundations, College of Education, University of Hawaii	Elementary students and teachers	Booklet	No	Hawaiian	Social studies	A true life story depicting the life style of an 11-year-old Hawaiian boy and his family in a Hawaiian homestead in the heart of Honolulu	To develop multicultural awareness	Informational
(B-89); *Oral History and Ethnic Heritage;* (S-8); Center for Urban Education, Portland, Oregon	Seventh grade through adult	Booklet and videotape	Yes	Multiethnic	Social sciences	Introduction to oral history and follow-up on urban changes	Cognitive, affective	Didactic, inquiry

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(B-90); *The Organization of The American Jewish Community;* (S-5); Phillip W. Lown Graduate Center for Contemporary Jewish Studies, Brandeis University, Waltham, Massachusetts	High school teachers and students	Multi-media kit	Yes	Jewish American	Social studies, fine arts			Inquiry, experiential
(B-91); *Outlines and Materials for Courses in Cultural Pluralism of Mankato State College and Elementary and Secondary Curriculum Units;* (S-24); Mankato State College, Mankato, Minnesota	Educators and students—elementary through college	Mimeographed	No	Multi-ethnic	Social sciences	College course outlines and curriculum units for teachers to use with elementary, intermediate, and secondary students	Cognitive, affective	Informational, inquiry
(B-92); *Pluralism and the Democratic Society;* (S-3); Anti-Defamation League of B'nai B'rith, New York, New York	Educators K-college	Book	No	Multi-ethnic	Curriculum development	Collection of essays		
(B-93); *The Poles;* (S-37); Dr. William D'Antonio, Department of Sociology, University of Connecticut, Storrs, Connecticut	Secondary students and teachers	Booklet	Yes	Polish American	Social studies	Polish experience in and contributions to Connecticut; contains maps, charts, tables, etc.	To increase awareness of Connecticut's cultural diversity	Informational
(B-94); *The Poles in Texas;* (S-34); Southwest Educational Development Laboratory, Austin, Texas	Fourth, fifth, and sixth grade students	Published soft cover texts	No	Polish American	Social studies	Approximately four weeks of lessons and activities presenting the experience of Czech Americans in Texas; includes teacher's guide, resource guide, and student text	Cognitive, affective	Didactic, inquiry
(B-95); *The Polish Americans of South Bend;* (S-12); Indiana University at South Bend	School districts and community people in the South Bend—Mishawaka area, Polish American groups	Booklet	No	Polish American	Social studies, history	Describes Polish immigration to the U.S. and Polish settlement in the South Bend area		

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(B-96); *The Polish People;* (S-6); Director for Curriculum Evaluation and Development, Buffalo Board of Education, Buffalo, New York	K-12 teachers	Mimeographed	Yes	Polish American	Social studies, language arts	Narrative form guide including information on ethnic groups' cultural history, country of origin, settlements in Buffalo and folk culture accompanied by videotapes and resource data	To develop multicultural awareness	Informational
(B-97); *The Portland Experience;* (S-8); Center for Urban Education, Portland, Oregon	Seventh grade through adult	Booklet	No	Multiethnic	Social sciences	Review of studies; history of city's ethnic groups; history of local Chinese	Cognitive, affective	Didactic, inquiry
(B-98); *Prejudice and Ethnocentrism;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois	Elementary grades	Book	No	Multiethnic	Social studies	Curriculum unit designed to help students address the issue of prejudice and ways of dealing with prejudiced behavior	Affective	Inquiry, experiential
(B-99); *A Project In Multicultural Learning: Greek American Contributions to American Society;* (S-16); Science and Human Affairs Division, Florida State University, Tallahassee, Florida	Secondary schools	Mimeographed	Yes cassette tapes, slides, videotape	Multicultural, with special emphasis on Greek American	Social studies, music, fine arts	Instructional units for teachers and student materials for classroom activities	Development of self-awareness and cultural empathy	Inquiry
(B-100); *Profiles of Black Alabamians in Government and Politics;* (S-1); Dr. L. W. Oliver, Miles College, Birmingham, Alabama	Students of all ages	Slide tape	Yes	Black American	Social studies, government	Historical presentation of Black Alabamians in government and politics, beginning with the Reconstruction era and extending to the present	Cognitive, affective	Informational
(B-101); *Profiles of Black Alabamians in the Humanities–Literature Art, Music;* (S-1); Dr. L. W. Oliver, Miles College, Birmingham, Alabama	General	Slide/tape	Yes	Black American	Art, literature, music	Profiles and contributions of Black artists, musicians, and writers	Cognitive, affective	Informational
(B-102); *The Puerto Ricans;* (S-37); Dr. William D'Antonio, Department of Sociology, University of Connecticut, Storrs, Connecticut	Secondary students and teachers	Booklet	Yes	Puerto Rican	Social studies	Puerto Rican experience and contributions to Connecticut; contains maps, charts, tables, etc.	To increase awareness of Connecticut's cultural diversity	Informational

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(B-103); *Quiet;* (S-31); South Dakota Department of Education and Cultural Affairs, Pierre, South Dakota	Intermediate level students and teachers	Book	No	Lakota/ Dakota Plains Indians of South Dakota	Social studies	Pictures tell the story of children in quiet activities alone, and at play with others	Affective	Pictorial
(B-104); *Roots of America;* (S-21); Publications Division, National Education Association, Washington, D.C.	Seventh, eighth, ninth grade teachers	Book	No	Black, Italian, Japanese, Mexican, First American, Polish, Puerto Rican	Social studies, literature, home economics	Series of resource units including learning concepts, questions for exploration, and activities and projects	To develop pluralistic consciousness among students	Inquiry
(B-105); *Scandinavian Historical Outline Pamphlets;* (S-18); Gustavus Adolphus College, St. Peter, Minnesota	General	Pamphlets and book	No	Danes, Norwegians, Swedes	Social studies	Emigration, immigration, development of immigrant community		
(B-106); *Scandinavian Maps;* (S-18); Gustavus Adolphus College, St. Peter, Minnesota	General, social scientists historians	Printed, slides	Yes	Danish, Finnish, Icelandic, Norwegians, and Swedish	Social studies, geography, economics	Collection of maps, including some original work		
(B-107); *Scandinavian Resource Guide;* (S-18); Gustavus Adolphus College, St. Peter, Minnesota	General	Printed	No	Danish, Finnish, Icelandic, Norwegians, and Swedish	Social studies	Immigration and early settlement of Scandinavians in Minnesota		
(B-108); *Scandinavian Slides;* (S-18); Gustavus Adolphus College, St. Peter, Minnesota	General	Slides	Yes	Scandinavian	Sociology	Scenes of contemporary Scandinavian communities in Minnesota		
(B-109); *Scandinavian Tapes and Records;* (S-18); Gustavus Adolphus College, St. Peter, Minnesota	Historians, sociologists, language students	Tapes and records	Yes	Scandinavian	History, sociology, music	Scandinavian emigration-immigration, music		

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(B-110); *Science–An Indian Perspective;* (S-31); South Dakota Department of Education and Cultural Affairs, Pierre, South Dakota	Intermediate and junior high students and teachers	Book	No	Lakota/ Dakota Plains Indians of South Dakota	Science	Philosophy of the Lakota people necessary to life in order to remain in harmony with the universe and the balance of nature as interwoven into a variety of activities and experiences which develop powers of observation	Cognitive, affective	Inquiry
(B-111); *Serbian American Christmas;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois	General	Slides	Yes	Serbian American	Social studies, religion	Scenes of a Serbian Christmas		
(B-112); *The Serbian People;* (S-6); Director for Curriculum Evaluation and Development, Buffalo Board of Education, Buffalo, New York	K-12 teachers	Mimeographed	Yes	Serbian American	Social studies, language, arts	Narrative including information on ethnic groups' cultural history, country of origin, settlements in Buffalo and folk culture accompanied by videotapes and resource data	To develop multicultural awareness	Informational
(B-113); *Set of Fourteen Teaching Modules;* (S-4); Bakersfield College, Bakersfield, California	K-12 teachers	Manuscript	No	Chicano Mexican	Art, agriculture, family life, literature			
(B-114); *Social Life of the Indian People;* (S-31); South Dakota Department of Education and Cultural Affairs, Pierre, South Dakota	Intermediate and junior high level students and teachers	Cassette tape	Yes	Lakota/ Dakota Plains Indians of South Dakota	Social studies	Eight lessons which introduce different aspects of the social life of the Lakota-Dakota people	Cognitive, affective	Informational inquiry
(B-115); *Strategies for Developing a Multicultural American History Curriculum;* (S-3); Anti-Defamation League of B'nai B'rith, New York, New York	Social studies and history teachers	Book	No	Black, Jewish, Mexican American, and Puerto Rican	American history	Strategies for developing a multicultural American history curriculum		

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(B-116); *St. Louis Ethnic Heritage Slide and Photographic Collection;* (S-39); Washington University, St. Louis, Missouri	High school and college students and teachers	Slides	Yes	Black, Croatian, German, Italian, Irish, Slovak, Spanish-speaking	Sociology	Scenes of the Carondelet, Hill, Soulard, and Ville neighborhoods		
(B-117); *Studying the Local Community: A Community Survey and Ethnic Mapping Procedure;* (S-32); Ethnic Heritage Studies Center, Detroit, Michigan	K-college	Booklet	No	Multi-ethnic	Social studies	Rationale for conducting community surveys for self-awareness	To develop community research skills	Inquiry
(B-118); *Touring Ethnic DelRey—A Tour of Detroit's Greektown, A Tour of Jewish Detroit, and A Tour of Detroit's Latin Quarter* (S-32); Ethnic Heritage Studies Center, Detroit, Michigan	Students	Booklets	No	Multi-ethnic, Greek, Jewish, Latino	Interdisciplinary	Field trip guides	To develop awareness of Detroit ethnic communities	Inquiry
(B-119); *Transcript of Final Colloquia on Four St. Louis Communities;* (S-39); Washington University, St. Louis, Missouri	College students and teachers, sociologists, community people	Mimeographed	Yes	Multi-ethnic	Sociology, other social sciences	Process document which provides a critique of the ethnic heritage activities of Washington University students		
(B-120); *Mr. Turner's History Lesson;* (S-36); Urban Policies Studies, Education Department, Illinois Office of Education, Chicago, Illinois	Elementary students and teachers	16-mm film	Yes	Black American	Social studies, history	Using the full length portraits which line the auditorium walls of the DuSable Museum, Mr. Turner describes the contributions of major figures to Black history		
(B-121); *Understanding You and Them; Tips for Teaching about Ethnicity in Precollege Social Studies;* (S-30); Social Science Education Consortium, Boulder, Colorado	K-12 educators	Book	No	Multi-ethnic	Social studies	Rationale lesson plans, materials evaluation		

Bibliography number, Project title, Project summary number, Permanent repository	Audience	Form	Audiovisual Component	Ethnic Focus	Subject Areas	Content	Learning Objectives	Instructional Approach
(B-122); *The Ukrainian People;* (S-6); Director for Curriculum Evaluation, Buffalo Board of Education, Buffalo, New York	K-12 teachers	Mimeographed	Yes	Ukrainian American	Social studies, language arts	Narrative form guide including information on ethnic group's cultural history, country of origin, settlements in Buffalo, and folk culture accompanied by videotapes and resource data	To develop multicultural awareness	Informational
(B-123); *A Unit of Ethnic Literature;* (S-12); Department of Curriculum, Cleveland Public Schools	Middle school students and teachers	Booklet, handouts	No	Multi-ethnic	Literature	Anthology of ethnic literature	Cognitive, affective	Conceptual
(B-124); *What is an Ethnic Group?* (S-12); Department of Curriculum, Cleveland Public Schools	K-12 students	Multi-media	Yes	Multi-ethnic	Social studies	Booklet and filmstrip which present basic concepts of ethnicity	Cognitive, affective	Conceptual
(B-125); *What They Encountered;* (S-12); Department of Curriculum, Cleveland Public Schools	Middle school students and teachers	Booklet	No	Multi-ethnic	Social studies	Presents immigration and early development of ethnic communities in the United States	Cognitive, affective	Informational
(B-126); *Where Are They Now?* (S-8); Center for Urban Education, Portland, Oregon	Seventh grade through adult	Booklet	No	Multi-ethnic	Social studies	Simulation game on dynamics of discerning ethnicity	Cognitive, affective	Inquiry
(B-127); *Where to Turn?* (S-8); Center for Urban Education, Portland, Oregon	Process leaders	Booklet	No	Multi-ethnic	Social sciences	Overview and guide for using other materials created by this project		
(B-128); *Why They Came;* (S-12); Department of Curriculum, Cleveland Public Schools	Secondary students and teachers	Booklet	No	Multi-ethnic	Social studies	Emigration and immigration of ethnic groups in the Cleveland area	Cognitive, affective	Informational
(B-129); *World Education Project "The Peoples of Connecticut";* (S-37); Dr. William D'Antonio, Department of Sociology, University of Connecticut, Storrs, Connecticut	Teachers	Booklet	No	Multi-cultural	Social studies	Experience of and contributions of various ethnic groups in Connecticut	To increase awareness of Connecticut's cultural diversity	Informational

MONOGRAPHS AND SCHOLARLY PAPERS

(Bibliography number, Project title, Project summary number, and Permanent repository)

(B-130); *Graduate Papers of Ethnic Studies Courses at Washington University;* (S-39); Washington University, St. Louis, Missouri

(B-131); *Hegemonic Ethnicity: The Black Response to a Culture of Racialism;* (S-11); CUNY Research Foundation, City College of the City University of New York

(B-132); *Transcript of Final Colloquia on Four St. Louis Communities;* (S-39); Washington University, St. Louis, Missouri

(B-133); *White Eagles in the North Woods: Polish Rural Immigration to Wisconsin;* (S-35); State Historical Society of Wisconsin, Madison, Wisconsin

Bibliographies

(B-134); *Annotated Bibliographies on Asian Americans, Puerto Ricans and Slavic Americans;* (S-11); CUNY Research Foundation, City College of the City University of New York

(B-135); *Annotated Bibliography in the Social Sciences and Ethnicity Organized by Subjects and Ethnic Groups;* (S-11); CUNY Research Foundation, City College of the City University of New York

(B-136); *Annotated Bibliography of Materials Tested to Develop Guide to Ethnic Heritage Curriculum Analysis;* (B-64); (S-7); Bureau of Intergroup Relations, State Department of Education, Sacramento, California

(B-137); *Bibliography: Ethnic Heritage Studies of St. Louis;* (S-39); Washington University, St. Louis, Missouri

(B-138); *Bibliography of Materials in the Olin Library of Washington University;* (S-39); Washington University, St. Louis, Missouri

(B-139); *Comprehensive Bibliography of Chicano Studies Materials;* (S-4); Bakersfield College, Bakersfield, California

(B-140); *Comprehensive Index to Chicano Studies Audiovisual Materials;* (S-4); Bakersfield College, Bakersfield, California

(B-141); *Ethnic Groups in Ohio: An Annotated Bibliographical Guide;* Department of Curriculum, Cleveland Public Schools

(B-142); *An Ethnic Studies Library;* (S-32); Ethnic Heritage Studies Center, Detroit, Michigan

(B-143); *Ethnic Resource Guide;* (S-20); Indiana University at South Bend

(B-144); *Ethnic Resource Guide (An Annotated Bibliography of Ethnic Organizations in the Chicago Metropolitan Area);* (S-36); Urban Policies Education Department, Illinois Office of Education, Chicago, Illinois

(B-145); *Index of all Chicano Studies Materials Available at Bakersfield College;* (S-4); Bakersfield College, Bakersfield, California

(B-146); *Materials and Human Resources for Teaching Ethnic Studies: An Annotated Bibliography;* (S-30); Social Science Education Consortium, Boulder, Colorado

(B-147); *Preliminary Harvard Ethnic Encyclopedia Bibliography;* (S-19); Harvard University Press, Cambridge, Massachusetts

(B-148); *Scandinavian Bibliographies;* (S-18); Gustavus Adolphus College, St. Peter, Minnesota

APPENDIX I

DISSEMINATION

The legislative mandate which declares "the principle that all persons in the educational institutions of the nation should have the opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group" cannot be carried out unless the Ethnic Heritage Studies program develops a comprehensive dissemination mechanism.

At the present time, it is very difficult for potential users to learn about the existence or the content of the materials developed by Ethnic Heritage Studies projects. Even in cases where interested persons or agencies have tried to obtain these materials, they have not been very successful.

The fact that all projects have a one year time constraint has generally limited the quality of the materials. The grant period ended before some materials could be developed beyond a draft or manuscript stage. These materials have potential value which could be realized through further development.

Many materials or products were developed by agencies which have neither dissemination channels nor experience in dealing with publishers and other organizations who distribute materials.

Therefore, a special task force should be created and charged with developing a comprehensive plan for creating a permanent dissemination mechanism. The planning process and the plan which grows out of it should include national coordination as well as regional consultation and implementation.

The dissemination mechanism designed by the task force must provide for meeting the following needs:

1. Technical assistance for refinement of materials and other project outcomes.
2. Procedures for modifying materials and other project outcomes for uses beyond the projects or agencies which created them.
3. Procedures for refining and modifying materials and outcomes created by projects which are no longer in existence.
4. Duplication and packaging.
5. Audience development and communication between creators and potential users of outcomes.
6. Assessment of dissemination methods which are being or have been used by Ethnic Heritage Studies projects and other federal education programs.
7. Continuous assessment of changing dissemination needs and opportunities and the dynamic development of appropriate approaches to dissemination.

Only through a permanent, comprehensive dissemination mechanism can the worthy efforts developed by individual projects be transformed into the multi-ethnic classroom experiences mandated by the Ethnic Heritage Studies Act.

APPENDIX II

GUIDELINES FOR FUTURE ASSESSMENT

Ethnic Heritage Studies is a new program which has a very large legislative mandate, but a low level of funding. Therefore, there is a critical need for assessment information which can be used as follows:

1. To provide potential users with information about materials and models that have been created.
2. To provide new projects with information about materials and models that have been created.
3. To provide grant applicants with up-to-date information about the needs of the Ethnic Heritage Studies program as well as information about what has been learned from completed projects.
4. To provide the Ethnic Heritage Studies Branch with the data it needs to plan for the future of the program.

Future assessment should involve data gathering within the Ethnic Heritage Studies program and external assessment.

The internal data gathering process should include:

1. Frequent and regular communication between the Ethnic Heritage Studies office and the projects.
2. Quarterly performance reports which would begin six months after the fiscal beginning of the projects and would continue until the completion of the project.
3. Site visit reports which will conform to specific formats for each of the program areas.

At the time of grant awards, project directors should be given formats for quarterly reports. Specific reporting formats should be developed for each area of authorized activity i.e. curriculum development, personnel training, dissemination. Reporting formats should call for information about deficiencies discovered during the course of projects and ways in which these deficiencies have been overcome by these projects or might be overcome by future projects. Performance reports should, when appropriate, be accompanied by descriptions of project outcomes. The formats for these descriptions should be given to project directors at the time of grant awards.

After 75 percent of the projects have been completed and final performance reports and descriptions of project outcomes have been submitted, external assessment should begin. This assessment should be carried out under a contract negotiated by the Ethnic Heritage Studies Branch on a sole-source basis.

The external assessment will include organization of the performance reporting data, description of project outcomes, site visit reports and commentary provided by Ethnic Heritage Studies project facilitators. The external assessment will also include qualitative evaluations of the projects and project outcomes as well as the effectiveness of the year's Ethnic Heritage Studies program. These criteria will be given to project directors at the time of grant awards and will include the extent to which projects cooperate in providing performance information and descriptions of project outcomes.

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